37
2474-3
L. C.

THE

PENNSYLVANIA

SCHOOL JOURNAL.

THAT WHICH MAKES A GOOD CONSTITUTION MUST KEEP IT, VIZ: MEN OF WISDOM AND VIRTUE; QUALITIES THAT, BECAUSE THE DESCEND NOT WITH WORLDLY INHERITANCE, MUST BE CAREFULLY PROPAGATED BY A VIRTUOUS EDUCATION OF YOUTH."—*Penn.*

THO. H. BURROWES, EDITOR.

THE LIBRARY
OF CONGRESS

VOLUME XV.

LANCASTER, PA.
WM. B. WILEY, PRINTER.

Will
P5

26300
'02

THE LIBRARY
OF CONGRESS

Vol. XV. JULY. No. 1.

THE

PENNSYLVANIA

SCHOOL JOURNAL.

ORGAN OF THE

Pennsylvania State Teachers' Association,

AND OF THE

DEPARTMENT OF COMMON SCHOOLS.

That which makes a good Constitution must keep it, viz.: men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth. —PENN.

THOS. H. BURROWES, EDITOR.

LANCASTER:
WILLIAM B. WILEY, DUKE STREET.
1866.

TERMS: One Dollar a Year, invariably in Advance.

TERMS: SUBSCRIPTION AND ADVERTISING.

SUBSCRIPTION: One Dollar a year invariably in advance. New subscribers to commence with the current volume unless otherwise requested at the time of subscription. Subscriptions should be renewed at least one or two months before the expiration of the time paid for, in order to receive all the numbers regularly.

ADVERTISING: The accompanying table gives our rates of advertising. The Pennsylvania *School Journal* reaching every school district and circulating more generally than any other periodical in the State, offers to publishers and others an excellent advertising medium. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy, otherwise their advertisements will be arranged according to the taste and judgment of the printer, continued "till forbid," and bills rendered accordingly.

	1 mo.	2 mo.	3 mo.	6 mo.	1 year.
One page....	$12.	$22.	$30.	$56.	$100.
Half page...	8.00.	14.00	18 00	32 00	56.00.
¼ pp or ¼ col.	4.00.	8.00.	10.00	18 00	32.00.
¼ column....,	2.00.	4.00.	5.00.	9.00.	16.00.

All advertisements should be on hand before the 15th of the month preceding the issue of the *Journal* in which they are to be inserted.

POSTAGE: Twelve cents a year, to be paid quarterly in advance, at the Post Office of delivery to the subscriber.

Address

THO. H. BURROWES,
LANCASTER, PENNA.

HISTORICAL SKETCH

OF

EDUCATION IN PENNSYLVANIA,

WITH A RECORD OF THE ORIGIN AND PROGRESS OF THE

STATE TEACHERS' ASSOCIATION.

BY SAMUEL P. BATES, L.L. D.,

Deputy Superintendent of Com. Schools of Pennsylvania., Author of "INSTITUTE LECTURES," "METHOD OF TEACHERS' INSTITUTE," "THEORY OF EDUCATION," &c.

With a brief sketch of the lives of all the Presidents, prepared by *Dr. Barnard*, and a steel engraving of Presidents *Wickersham, Stoddard, Coburn, Allen*, and *Bates*.

This work will satisfy a want long felt, and contribute to the permanent history of the State. The finely engraved portraits contained in it are especially valuable.

Royal octavo, heavy paper, pp 80, price 50 cents. $4.50 per doz. SINGERLY & MYERS, State Printers.

☞ *Copies can now be procured from the Secretary of the Association* GEO. F. M'FARLAND, *Harrisburg, Pa., to whom all orders should be addressed, and will be sent, postage paid on receipt of price.*

July '66-1m.

EMPLOYMENT FOR TEACHERS!

$150 PER MONTH.

We offer Teachers a rare opportunity to become agents (in connection with teaching.) for the sale of the

CELEBRATED

Ink Powders of the Keystone Ink Co.

These Powders are an entirely new discovery, make the most beautiful permanent Black, easy-flowing, first-quality Ink, with which everybody will be delighted. They sell rapidly in *every family* and

ACTIVE AGENTS CAN CLEAR FROM $6 to $10 PER DAY.

Letters addressed to the Co. Superintendent, School Board, or Editors at Lebanon, will learn that our business is honorably conducted. Only one person made agent for a county. We will supply agents with the Powders at a small advance, and give them such inducements as will enable them to employ sub-agents, and yet realize handsome profits. A sample Ink Powder, with circular, recommendations, &c., sent, postage free, on receipt of 25 cents. Address,

Keystone Ink Company,

J. W. HABERSON, General Agent. LEBANON, PA.

July '66-1m.

THE

PENNSYLVANIA SCHOOL JOURNAL.

Vol. XV.—No. I. **JULY, 1866.** **Whole No. 169.**

THO. H. BURROWES, *Editor & Publisher.* *Associate*, J. P. McCASKEY.

The Pennsylvania State Teachers' Association, will hold its annual meeting at Gettysburg, Adams county, commencing on Tuesday, the 31st of July, and continuing three days.

PROGRAMME.

TUESDAY MORNING.—*Commencing at* 10 *o'clock.* Organization. Address of Welcome, by Aaron Sheely, Co. Superintendent of Adams County. Response by the Association. Miscellaneous Business.

AFTERNOON SESSION.—*Commencing at* 2 *o'clock.*

1. Inaugural Address, by the President, S. P. Bates.

2. *Report:* Methods of Teaching the English Language, by Prof. J. D. Streit, Normal School, 5th District.

3. Discussion of the Report and Micellaneous.

EVENING SESSION.—*Commencing at* 7½ *o'clock.*

1. The Victory at Gettysburg, the Work of the Teacher, by Geo. R. McFarland, Principal Orphans' School, at McAllisterville.

2. *Report:* The Relation and Duties of the Christian Ministry to the Cause of Popular Education, by Rev. Dr. Brown, Theological Seminary, Gettysburg.

3. Discussion of the Report.

WEDNESDAY MORNING.—*Commencing at* 9 *o'clock.*

1. *Discussion:* Should Colleges admit Pupils of both Sexes?

Report: Relation of the Several Institutions of Learning as Educational Forces. By George Loomis, D.D., President Allegheny College.

3. Discussion of the Report. Miscellaneous Business.

AFTERNOON SESSION.—*Commencing at* 2 *o'clock.*

1. *Discussion:* The Normal School System of Pennsylvania.

Report: Methods of Teaching Natural Philosophy. By Prof. S. R. Thompson, Normal School, 12th District.

3. Discussion of the Report. Miscellaneous Business.

EVENING SESSION.—*Commencing at* 7½ *o'clock.*

1. *Address:* By Rev. T. H. Robinson, Harrisburg, Pa.

2. *Poem:* By. Prof. J. Willis Westlake, Washington, D. C.

THURSDAY MORNING.—*Commencing at* 9 *o'clock.*

1. *Discussion:* Past, Present and Future of the County Superintendency.

2. *Report:* Methods of Instruction to Develop the Æsthetic Nature. By Prof. James Waters, Lewisburg, Pa.

3. *Discussion:* What is meant by the "Theory of Teaching?"

AFTERNOON SESSION.—*Commencing at* 2 *o'clock.*

1. Report of Finance Committee.

2. Election of Officers.

3. *Discussion:* Compulsory Attendance at the Common Schools, or The Adaptation of American Colleges to American Youth.

EVENING SESSION.—*Commencing at* 7½ *o'clock.*

Social Meeting: Addresses and Speeches. Resolutions.

Reports should not exceed one-half an hour in length. A careful consideration of the topics presented will render the discussions interesting and profitable.

The historic associations of Gettysburg, combined with its beauty of location and the eminence of its literary institutions, give assurance of an unusually large attendance. To secure a punctual attendance at the meetings of the association, it is suggested that excursions to the battle field be made before the morning sessions, or between the afternoon and evening sessions.

Arrangements have been made to procure accommodations for members at hotels and in private families at reduced rates. Arrangements have also been made to secure a reduction of fare on all of the principal railroads of the State. Members will either get excursion tickets over all the leading railroads to Gettysburg, or be returned free, on presentation of certificates of membership from the association.

EDWARD BROOKS.
Chairman Executive Committee.

N. B.—The members of the Executive Committee are requested to meet for consultation at 8 o'clock, A. M., on Tuesday, July 31st, at Gettysburg.

Our State Normal Schools.

Though not a visitor at any of these Institutions for a considerable time, for reasons sufficient in our own minds, we have watched their doings and condition with close attention and deep solicitude. Always realizing our own responsibility for the plan of their establishment and organization, and fully appreciating their great importance to the common school system of the State, this feeling has been as intense as it was unavoidable. It was increased, also, by the belief that certain defects in their administration were retarding their growth, if not undermining their prosperity; though the disturbed condition of the times and other overruling circumstances were such as to render it hopeless to invoke the proper remedies, and therefore, unavailing even to allude to the evils themselves. In our philosophy of life it has ever been held worse than useless to find fault when there is no possibility of reformation,—the making of enemies being the only probable result. Yet, on the other hand, it is craven to with-hold the truth when good may result, even though feelings suffer. On the first of these principles we have heretofore been silent. On the other we now speak out,

One chief defect in the administration of our State Normal System has been the insufficiency of broad scholarship in the instructors of the schools. When these institutions were young, their finances limited and their permanence doubtful, it was a natural, nay, in a certain sense, an unavoidable result, that Professors of liberal learning and high standing in the profession could not be obtained. Nor did it then seem to be, though in reality it was, necessary and proper that the best qualifications in the country should be secured for the chairs of these schools. The grade of preparation in their matriculants was so low as apparently to require but a comparatively small capital in the way of Learning and Science, on the part of their instructors. But this was an error,

though for a time an unavoidable one; because, not only are ripe scholars who are also professional teachers, the best guides for the more ignorant; but the readiest means of at once elevating the the schools and their students have ever been the employment of full learning in the professorship.

For the reasons, however, just given, this could not at first be done; and hence the practice was adopted of trusting the character of each institution upon the reputation for scholarship and professional ability and executive tact of its Principal, and of filling most of the other chairs with cheap and comparatively ill-qualified instructors; these institutions so to speak—mostly growing their own professors, many of whom were a very few years before their elevation but students of low grade in the classes thus committed to their care.

This result of necessity at the beginning, has been continued to the present time, and the consequences are now becoming apparent in the standing of the schools amongst the other literary institutions of the State. They must also soon be discovered in that want of liberality and breadth of views in the graduates of the schools themselves which an exclusive policy of this kind cannot but produce.

What our schools want, then, in this direction, is, *first*, higher qualification in all their instructors and less reliance upon the actual or supposed sufficiency of the Principal to meet all the wants of all the classes,—which is simply an impossibility; and, *second*, greater variety and breadth of acquirement and thought, by the employment of instructors prepared in other institutions, and thus qualified to afford light from other sources and to take views from different standpoints.

This may all be admitted and probably will—for it is sound; but the objection will be said to be the Expense. We think there is little in this. The schools are now fairly established in the State. The need for professional training of teachers is admitted, and the number desiring and determined to have it is large and increasing. These applicants are sufficiently numerous to sustain the schools, be the cost of their instrction what it may. All that is needed, therefore, probably is for the authorties to employ Professors worthy of the schools and of the cause, and to charge a price for instruction in proportion to its value, and their Halls will be filled. Is it creditable that the sots of the land now pay $100 for a barrel of whiskey which a few years ago cost only $8, yet that our ingenuous youth or their parents will refuse merely to add $10 to the price of their instruction,—and that too in a department in which knowledge is so valuable and so much in demand? We think not. If it be true, as we believe it is, that some of these schools have had more applicants for admission than could be accommodated, then there will be little risk in the experiment. The number who may refuse to pay the advanced price, will not, probably, exceed those heretofore excluded for want of room. Thus the institutions may still be filled while the required elevation will have been effected.

The other defect to which we now propose to allude is a tolerance of the discussion of National and other political questions. Now, while we admit that the leaning of the discussion and action to which we allude has been to the side we ourselves prefer, yet the injury to the schools and our State Normal system has been none the less. We shall not dwell at length on this point. It is a delicate one. Still it is producing many injurious results. In one of the counties an independent Normal School of an opposite political character to that attributed to the school of the proper District, is in the course of establishment, and mainly for the purpose of escaping the political influences of the State school. At another point a school has been erected and is about applying for State recognition, on the same political basis and for the same reason. This should not be; and if the cause producing these results be persisted in, the consequence to the system must be most injurious.

It may be replied that the political sentiments of the students at a State Normal School should not be interfered with by the Professors, and that each should be left free in this respect. Granted But it is denied that the students of a Normal School or any other literary institution should be permitted to discuss political, party, State, or National questions at all, while and as students. They are not assembled there for that purpose, and such discussions can only result in ill-feeling amongst themselves, injury to the institution and evil to the cause of education.

There can be no higher or more patriotic field of duty than that in which the student as well as the professor of a Normal School labors. Sound instruction in true principles must ever result in good to the country and the race. But the instant either attempts to exhibit a higher degree of patriotism than that to which his teacher's mission leads, by assuming actively a political character, he will find that by advócating political men or measures, he is so narrowing his sphere of usefulness as to subject himself to opposition, his motives to suspicion, and the cause he seeks to promote to lasting detriment.

Let us, then, have broader culture and less State affairs in our Normal Schools; and let this be

effected now, when returning peace and prosperity are about to increase their number and crowd their Halls.

It is true that Normal *teaching* is very different from that heretofore and yet practiced in other literary institutions; but it is not true that Normal *knowledge* is or should be different from that which makes up the bulk of a liberal education. Truth is one and unchangeable; and the truths of art, literature and science are the same, by whomsoever known or professed. What our teachers want and what our Normal Schools, to supply that want, must give, is broad knowledge, based on pure truth, but imparted in a scientific and professional manner, so as to enable them systematically and effectually to again impart it to others. In asserting that we have attained better methods of instruction than former times possessed or other institutions now practice, let us not render ourselves ridiculous by professing, or even by practicing, on the assumption that we know more than our departed fathers or than our living elder brethern of the colleges and the universities. On the contrary, let us confess their superiority in acquirement, profit by their aid, and help our generation by normalizing and thus generalizing their treasures.

So of State affairs. Let us make true, high-minded and loyal American citizens, not by the discussion or adoption in schools of party creeds, however broad or national, but by adding a full knowledge of our frame of government and of the rights and duties of all, to liberal culture, independence of thought, and virtuous conduct. To this foundation, the political character of each student may be hopefully and safely entrusted by the most solicitous and patriotic instructor.

Our Associate.

It was stated in our issue of May that "till a more permanent arrangement should be made, a young friend, well fitted for the task, would aid us in the matters of selecting, proof-reading, etc." The gentleman to whom reference was then made, continues his association with the *Journal*, as will be seen elsewhere. An experience of ten years as teacher in the Male High School of this city, in which institution he is at present employed, and a practical knowledge of the workings of the printing office, render his services the more valuable to the *Journal*.

The Journal's New Dress.

Some delay has been caused in the appearance of this number, by the necessary work in effecting certain changes, which we think are improvements, in the *Journal*. And still everything that was expected has not been accomplished; but enough has been done to show what is intended. Next month we hope to have all complete and to be able to make such an appearance as will redeem all promises and we hope satisfy the reader.

On this ground and the promise of doing all within our power to deserve the confidence so long bestowed, we feel justified in asking the friends of the *Journal* to exert themselves for that degree of support which is necessary to meet increased expenditure. They may rely upon the *Journal's* doing its duty, as heretofore, throughout all changes and independently of all considerations other than those of the good of the cause.

Keystone Normal School.

This promising Institution is now in working condition. The next term will commence on the first Monday in August. The Faculty is as follows: Rev. J. F. ERMENTROUT, A.M. Principal and Professor of Mental & Moral Science; HENRY R. WICKS, A.M., Assistant Principal & Professor of Mathematics & Physics; Rev. SAMUEL TRAUSEAU, A.B., Professor Ancient Languages, History & Botany; ELI G. SCHWARTZ, A.B., Assistant Professor of Languages & Mathematics; ALBERT N. RAUB, A.M., Professor of English Language Literature and Vocal Music; CHAS. H. WANNER, M.D, Lecturer on Anatomy, Physiology & Hygiene; Mrs. A. N. RAUB, Teacher of Mental Arithmetic & Geography; Miss MARY MORRISON, Teacher of Reading & Grammar; WALTER W. BIEBER, Teacher of Penmanship & Book-keeping; Miss JULIA E. BULLARD, Teacher of Instrumental Music, French & Drawing. The Professor of German Language & Literature and a Principal of the Model School and Professor of Penmanship will be announced before the commencement of the term. For descriptive circulars, address the Principal.

A Well-Deserved Honor.

PROF. A. N. RAUB, a graduate of the State Normal School of the 2nd District, and now professor of English Language and Literature in the Keystone Normal School at Maxatawney, Berks county, has received the degree of A. M. from Princeton College. This is a high honor, well-merited and well-bestowed.

Business Colleges.

We invite the attention of all interested in such matters to the advertisement of Bryant, Stratton and Kimberly's Business College and Telegraphic Institute, which appears on the cover. This college is favorably located and has an established reputation. The extraordinary popularity which has, within the past few years, attended institutions of this class proves "to a demonstration," that they are meeting a want universally acknowledged.

The Gettysburg Meeting.

From every quarter the promise of a full attendance of the members of the Association is favorable. The proper officers have just furnished us with the names of the persons who are to deliver lectures and read reports. The list is a strong one and the treat provided by the Executive Committee will be rich. Let every true teacher be on the ground and the meeting at Gettysburg be thus rendered as memorable in the history of the Association, as the military victory there achieved, is in the annals of the nation.

Soldiers' Orphans.

The time and labor occupied in getting ready the schools for attendance in Philadelphia, on the 4th inst., have prevented the preparation of any matter for this number, under the head usually devoted to this department of our contents. Next month full space will be given to it.

National Teachers' Association.

This body will hold its eighth annual meeting on the 15th, 16th and 17th of August, in the city of Indianapolis, Indiana, commencing on Wednesday, the 15th, at 10 o'clock, A. M. J. P. Wickersham, President; S. H. White, Secretary.

New York Association.

The State Teachers' Association will assemble at Geneva, on Tuesday, July 31st, at 4 o'clock P. M., to continue in session three days. J. W. Bulkley, President; C. F. Pooler, Secretary.

Monthly Record for Pennsylvania.

ADAMS: Pennsylvania College at Gettysburg has since the close of the war been making strenous efforts to secure a liberal endowment fund. New buildings are to be erected and several additional professorships to be created. At a meeting of the board of Directors, Prof Luther H. Croll, of Springfield (Ill.) University, was elected to the chair of mathematics, Prof Jacobs, to whom a life annuity has been decreed, retaining from the same, a chair which he has long filled with honor to himself and profit to the institution. Rev. C. A. Stork, of Baltimore has been called to the chair of Belle Letters, a new professorship. Prof. Mayer, of Baltimore, has also lately been chosen and is now engaged in the institution as Prof. of Natural Sciences, also a new Professorship.

At a late meeting of the Board of Directors of the Theological Seminary, also located at Gettysburg, definite arrangements were made for the inauguration, at the close of the summer session, of Rev. Mr. Valentine, of Reading, one of the new Professors of that institution. The Reverend gentleman will commence his duties with the Fall session. The Board also authorized the erection of an addition to the Professor's dwelling on the Seminary grounds. Encouraging reports were made as to the progress of the endowment effort, which it is expected, will be fully completed by the August meeting of the Board.

ALLEGHENY; The catalogue for the year just closed, of the Western University of Pennsylvania, located at Pittsburg, has been placed on our table. The students number two hundred and sixty-six; collegiate, twenty-seven; scientific, fourteen; preparatory classical, eighty-five; preparatory English, one hundred and thirty-one; commercial department, nine.

The managers of the Allegheny Observatory have voted to transfer to the University the property of the Observatory, consisting of ten acres of valuable land, a large new dwelling house, and an Observatory edifice, together with a fine telescope, having a 14-inch object glass, being the third instrument of the kind in the country. The sole condition of this noble benefaction, is the raising of thirty thousand dollars to endow the chair of Astronomy. So large a portion of this sum has already been subscribed as to render the endowment of the professorship, and the consequent transfer of the property, within a short time, matters of certainty.

A large proportion of the students now in attendance are under military organization, and most of them in uniform. They have daily practice under an experienced and competent instructor. The University is supplied with necessary military equipments.

For gymnastic exercises, a large room has been assigned, fitted up with approved appliances for physical training, and with a view to enlargement in this direction, a handsome lot has been purchased, on which it is proposed to erect a building devoted exclusively to this object.

BERKS: At a late stated meeting of the Board of Controllers of the Reading School District, held in the Hall of the High School, the following resolution fixing the rate of tax for the ensuing year was unanimously adopted:

Resolved, That the tax on single freemen be two dollars; on trades, occupations and professions, twelve mills on the value of the same, but in no case less than one dollar on the assessed value of the same; on property, real, personal and mixed, ten mills on the dollar.

The Committee on School Property reported progress relative to plans for the construction of a school house, after which the following resolutions were adopted:

WHEREAS, There is reason to believe that the pupils of the Grammar schools have, at various times heretofore, had undue labor imposed upon them in preparation for the annual examination for admission to the High School,

Resolved, That no pupil of the Grammar school shall, whether voluntarily or otherwise, be in attendance at said schools, either before or after the regular school hours, for the purpose of receiving particular instruction preparatory to the examination for admission to the High School; nor shall the first class of said schools receive unusual attention during school hours to the prejudice of other classes.

Resolved, That the City Superintendent be requested to see that this resolution is carried into effect.

The following resolutions in reference to the Keystone Normal School were adopted by the convention of School Directors of Berks county held May 1st, for the election of County Superintendent:

WHEREAS, In the judgment of this Convention the time has come for the full and complete education of the talent, which, in our country, has thus far slumbered in unconsciousness, or been only half developed, and deeply impressed with the conviction that it is idle to expect good schools until we have teachers thoroughly drilled and prepared to discharge the duties incumbent on them, Therefore,

Resolved, That we rejoice in the establishment, in Maxatawny township, Berks county, of the Keystone Normal School, as an institution designed not only for the education of our sons and daughters in the classical and higher departments of culture, but as specifically adapted to the professional instruction and training of teachers.

Resolved, That, regarding it as the opening of a new era in our educational system, and as the dawning of a better day, we extend to it our hearty support and co-operation.

Resolved, That we cordially acquiesce in the action of the Board of Trustees by which said school has been

placed under the general supervision of our County Superintendent, Rev. John S. Ermentrout, and feel assured that, under his care, it will be made to serve the interests of a sound, Christian education.

BRADFORD: The Bradford County Teacher's Association held a meeting at Taylor's corners, Granville, on Friday, June 8th.

The regular semi-annual meeting of the Bradford county Sunday School Association, was held at Burlington on the 13th and 15th of June. During the morning session of Wednesday a model Sunday School session was conducted, the opening exercises under the lead of Rev. Mr. Crittenden, the teaching of school under the charge of B. S. Russell, and the closing exercises by D. Bourne. A Sunday School was engaged for the occasion.

BUCKS: The Academy at Sellersville, commenced its spring session under the principalship of Mr. T. Frank Hoffmeier, with a fair prospect of a good school.

CHESTER: The students of the late Antoine Bolmar contemplate erecting a suitable monument to his memory. His remains are interred at Oakland Cemetery, and a desire has been expressed by many of his former pupils that the spot be marked by a taken of grateful respect for the memory of an earnest friend and faithful teacher. As soon as a sum is contributed large enough to justify commencing the work, the corner stone will be laid with appropriate ceremonies.

The commencement of the Lincoln University, an institution designed for the education and training of colored men as preachers and teachers, was held on Thursday, 21st ult. Major Gen. Howard and other distinguished speakers were present. Music and the usual religious and literary exercises added interest to the occasion.

CUMBERLAND: Dickinson College, located at Carlisle, is to be liberally endowed by the Methodist Episcopal Church. It is designed by this church to make Dickinson the leading college in the State. Efforts are now on foot to raise funds for the necessary endowment and the erection of suitable buildings.

Says a Carlisle paper: "A few days since we dropped in at the establishment of Messrs F. Gardner & Co., of this place, where our attention was attracted by a set of school desks and chairs which had just been finished for one of the public schools. They are most tastefully gotten up, the wood being black walnut and oiled, and the workmanship very superior. They will prove not less useful than ornamental to the school which is so fortunate as to receive them. Messrs. Gardner & Co., have within a few years past made furniture for several of the public and private schools of this county, but in the last set they have made several marked improvements which give additional beauty and strength to both desks and chairs. Our School Directors we think show a most laudable public spirit in supplying to the higher grades of schools furniture of this kind, for in the end it will prove as economical as the old fashioned desks and benches, and a school-room thus tastefully furnished must carry with it a refining and elevating influence upon the pupils. We would advise the School Directors of other districts in the county to take a look at this exceedingly handsome furniture."

DAUPHIN: The unanimous election of Mr. D. S. Burns, as principal of the first district High School of Harrisburg, is creditable, both to the gentleman himself and the board of directors. We congratulate the former that his long record as principal in the upper district is so well appreciated—and the school board that it has been able to find a teacher of such merit to fill the vacancy.

The commencement exercises, June 15th, in the State street school house, of the graduates of the Female High School under charge of Miss Woodward, were of a very interesting character. A large audience was present to witness the proceedings, and the graduates acquitted themselves in the most creditable manner. The exercises were opened by singing a hymn, "God of the Skies;" then followed a prayer, by Rev. T. H. Robinson. Reading exercises, by the entire school, were had. The graduates, at the close of the reading exercises, presented their compositions, with music and singing interspersed. The music, both vocal and instrumental, was excellent, evincing the necessity as well as the advantages of having a music teacher in our schools. Prof. Priem has done his duty well and effectually. The address to the class by Mr. Eyster, of the Board of Control, was very pleasing in its style and happy in its conception. It abounded in excellent advice, and highly complimented the beloved teacher of the school, Miss Woodward. In behalf of the School Board, he tendered to the class their best wishes for the future, and hoped that all would find the journey of life a pleasant one. The address was listened to with marked attention by all present. The graduating class, her school, and, indeed, the citizens of Harrisburg, all owe to Miss Woodward a debt of gratitude which can never be paid. No one has done so much for the youth of Harrisburg as she. Those who are under her immediate care can never forget the innumerable kindnesses received at her hands. The graduating class will say "Good bye" with sorrow, but they never will forget their beloved teacher.—*Harrisburg Telegraph.*

LUZERNE: A meeting of the stockholders of the Pittston Seminary was held at Excelsior Hall on Monday evening, May 21st, for the purpose of electing a board of nine directors for one year. D. T. Bound was called to the chair and G. M. Richart elected Secretary of the meeting. The following gentlemen were elected directors: T. Strong, R. D. Lacoe, Alex. Bryden, T. Ford, Charles Law, Benj. Bevan, Morris Hughes, David Morgan and A. Tomkins. The assessment of 20 per cent, called for at a previous meeting is now needed and is expected to be paid without delay to H. S. Philips and A. Tompkins, at the First National Bank.

A meeting of the stockholders to the Bloomsburg Literary Institute was called on Saturday, the 16th ult., to decide, by vote, upon the location of the College buildings. Prof. HENRY CARVER has been elected Principal. The prospects are very encouraging.

LANCASTER: At the last monthly meeting of the Board of Directors it was resolved to furnish additional accommodations in the primary grades for upward of three hundred pupils, thus relieving the higher grades of that pressure which has for some years been forcing up pupils who were not prepared for transfer.

The report of the Finance Committee was received which shows that the public schools of the city, employing fifty-two teachers, and accommodating nearly two thousand pupils, have during the past year, cost the city no more than $19,596.99. This sum should not be less than $25,000. The School Board has recently assessed a somewhat higher tax for school purposes, with the design of raising the salaries of teachers and of increasing in some degree the efficiency of the schools.

SCHUYLKILL: The *Pottsville Standard* makes editorial note of another educational column in the Tremont *Union*. This column is controlled by the Washington Literary Society. May it find a hearty welcome and earnest support among the friends of education. It comes to the aid of a noble work.

The *Miner's Journal* is of the opinion that "the *School Journal* should be in the hands of every live teacher in the State." Thank you, neighbor. We think so, too!

SNYDER: The Selinsgrove Schools consist of the Missionary Institute and the Susquehanna Female College. These institutions are at present in a prosperous condition. Over a hundred students have been in attendance at the Institute. The present theological class consists of ten members. There is an increasing demand for ministers from this school, those who graduate this spring have all fields of labor in view and many more could find such fields of usefulness, if the men could be obtained. An effort has been made to endow a Professorship by securing $25,000 in voluntary subscriptions. About $15,000 of this amount have already been secured, and strenuous efforts will be put forth to raise the remainder.

The Female Seminary under the direction of Prof. S. Domer, has been in a flourishing condition during the year. About one hundred pupils are enrolled in the catalogue of the school year now drawing to a close. The number of students could be greatly increased if there were more room for their accommodation At the commencement, during the last week in May, besides the literary performances of the students, addresses were delivered by the Revs. E. W. Hutter, of Philadelphia, U. Graves, of Pottsville, and M. L. Shindel, of McAlistersville. A eulogy was delivered by Rev. E. W. Hutter, on the late Dr. B. Kurtz, the founder of these institutions.

TIOGA: We are glad to know that the Mansfield Normal School, of which Prof. F. A. Allen is Principal, is in a very flourishing condition.

Educational Matters in Other States.

MINNESOTA: The Annual Report of the State Superintendent of Public Instruction, Hon. D. Blakely, like almost all the reports from our newer States, shows how wide awake to the importance of the spread of sound popular education a portion at least of their citizens are, and also how much discouragement the friends of education have to encounter. The state of the common school system of Minnesota, seems to be by no means creditable. Great difficulties are encountered in procuring a sufficient supply of good teachers; but a Normal Training school is already in successful operation at Winona, and county superintendents are appointed all over the State, who are generally able to report some progress. The condition of the school-houses, however, seems to be anything but satisfactory:—One superintendent reports that, though the value of his has doubled during the past year, yet many of them are worth less than *ten dollars*, and one was valued at *three cents*, with some doubts as to whether that valuation was not too high. Mr Blakely publishes in his report some very neat plans and elevations for country school-houses.

NEW YORK: The number of children in the State between the ages of five and twenty-one years is 1,398,789; in attendance at school during some part of the year, 916,617; average daily attendance 365,617; number of male teachers employed 4,452, females 22,017; school expenses for the year $8,700,000. The State Normal School is now in its twenty-second year; number of pupils 223. A law has recently been passed which establishes four additional Normal Schools. Sixty-three institutes were held during the year with an aggregate attendance of 8,987 teachers. In addition to those attending the public schools, the whole number of pupils in the colleges is 1,420; academies 35,355; and other private schools 54,345.

Vassar Female College, at Poughkeepsie is now in full operation, with nearly 400 pupils. The course of study is thorough and after the most approved plan. The building is 500 feet front with a depth of 171 feet in the centre and 165 in the wings. The chapel will seat 500. There are rooms for 400 pupils, art gallery, professors' rooms, chapel, etc. A gymnasium is in process of erection.

MASSACHUSSETTS: Among the public institutions of Massachussetts none do her more credit, and none give larger returns in benefits to the communities that support them than her four excellent Normal Schools. From the recently published Report of the Board of Education, we glean the following statistics: In the Farmington School there have been during the year 170. The average age of the young ladies is 18 years. The building is reported too small for the number of young ladies applying for admission. The number of pupils at the Westfield School last year was 116. The number of graduates, 27. It is proposed to connect one of the town schools of Westfield with the institution as a model school. At the Bridgewater School there were 122 pupils in attendance; the whole number admitted since the commencement of the school, 1,499. The School at Salem numbers 164 pupils. We make the following extract from the visitors' report:

"The Normal Schools of Massachussetts are intended to be model schools. Their object is not to communicate a very varied or high culture, but to teach *teachers*. Therefore, we ought to spend the most time in training our pupils thoroughly in those elementary studies which they are to spend most of their lives in teaching. The questions to be solved in the interest of Common School education, are: 'How can little children be most easily and thoroughly taught how to read, write, and perform the simpler processes of arithmetic?' 'How can the love of knowledge be communicated to little children?' 'How can a good moral tone be given to a Primary School?' 'How can a school be governed with the best mixture of order and freedom, of kindness and firmness?' All the best modes of teaching, be they object lessons, phonic processes, analysis of sounds, drawing on the blackboard from memory, &c., should be introduced as soon as possible into our Normal Schools. Every new discovery in education should at once be naturalized there."

VIRGINIA: Were the government of the Old Dominion in the hands of loyal men,—men who were "leal and true" when all around were traitors,—there would be good reason to hope for better things than Virginia has yet known. The sentiments which the more intelligent of these honest Unionists entertain upon the subject of popular education, are embodied in one of a series of resolutions adopted by a Union Convention held at Alexandria, May 18th, 1866:

Resolved, That the Union Republican party, of Virginia, believing that knowledge is power, that an enlightened and virtuous people can never be enslaved, and that the maintenance and perpetuation of republican institutions depends materially upon the education of the masses of the people, are, therefore, in favor of a system of free schools, whereby universal education may be disseminated.

The report is signed by George Tucker, of Alexandria, G. J. King, of Frederick, J. H. Clements, of Portsmouth, P. Dudley, of Henrico, W. R. Smith, of Grederick, J. W. Beemer, of Clark, G. W. Dillard, Albemarle, and John Hauxhurst, of Fairfax. Hon. John Minor Botts presided over the sessions of the Convention. We put these names on record as a matter of educational interest. The "Mother of Presidents" rarely furnishes an item for a school journal and we therefore seize upon this with all the more avidity.

Our Book Table.

INTRODUCTORY LESSONS IN THE GRAMMAR of the English Language, based upon the analysis of the English Sentence. 18mo. 120 pages. By *W. Henry Parker*, Principal Ringgold Grammar School, Philadelphia, &c. Eldredge & Bro., Philadelphia. 1866.

Some time ago we expressed a very favorable opinion of the larger work of the same author. This is intended as introductory to that and to the science generally. It dwells more upon logical analysis of the ideas presented by words in sentences, instead of making primarily prominent the forms, modifications and laws which regulate the combination of the words themselves, than agrees with our perhaps old-fashioned notions. Still, for those who prefer what the author calls the "philosophical method of instruction" now so much in vogue, no better introduction need be desired. It is clear, methodical and progressive; and if any text-book can enable the child to think and reason and conclude as the man, on the abstruse points included in the logical mode of treating the study of words—which we doubt—this will do it. In all other

respects, the book is a good one; the phrases for illustration being admirably selected and the exercises numerous and instructive.

FIRST LESSONS IN ENGLISH GRAMMAR. 18mo., 168 pages. By *Simon Kerl, A. M.*, author of a series of Grammars. Ivison, Phinney, Blakeman & Co., New York. 1866.
COMMON SCHOOL GRAMMAR of the English Language. 12mo. 350 pages. Same author and Publishers.

The works of this author exhibit more of original thought, logical handling and arrangement and satisfying result, than any we have yet examined. "The First Lessons" treats, 1. Of Definitions; 2. Of Inflections; 3. Of Construction. And in the department of construction, it presents very properly, "Parsing" before the logical "Analysis of Sentences," to the attention of the learner. "The Common School Grammar" gives, 1. An Outline for Beginners,—containing a familiar explanation of the chief ideas in grammar with numerous exercises; then it considers, 2. Words uncombined,—under the heads of Pronunciation, Orthography and Etymology; 3. Words grammatically combined, or the Inflections and Syntax of the parts of Speech; 4. Words Logically combined, or the logical Analysis of Sentences; and 5. Words Improperly combined, or the usual errors committed in the use of the language, under the heads of,—1. Too many words, 2. Too few words, 3. Improper words or Expressions, and 4. Improper arrangement of words. This brief synopsis will give the reader some idea of the arrangement and contents of one of the best grammars we have yet seen, and probably the best we shall have, till English Grammar free itself entirely from the trammels put upon it by the copyists from the more mechanically inflected languages.

THE TEACHERS' INSTITUTE; Or familiar hints to young Teachers. 12mo. 257 pages. First New York Edition. By *Wm. B. Fowle*. A. S. Barnes & Co., New York. 1866.

The author of this unpretending but valuable work was one of the lecturers or platform instructors employed, several years ago, by the Board of Education of Massachussetts, to lead in the series of Teachers' Institutes then held in every part of that State. It is not a mere congeries of theory or guess-work, such as we too often see now-a-days in print under the title of practical methods for teachers. It is the very mode and means of instruction of the author himself, described and exhibited on the stand. Of course, not all his ideas and methods are to be endorsed; but here they are so practically presented that the student-teacher can grasp each of them, weigh them all, and adopt such as suit him. Under the heads of Reading, Spelling, Writing, Drawing, Geography, Grammar and Composition, the Opening and Closing of school, Music, Emulation and Discipline, &c., &c., a condensed mass of practical information, fitted to be at once put to use, if approved, is presented, which is not met with in any other book with which we are acquainted.

SCHOOL GOVERNMENT: A practical Treatise, presenting a thorough discussion of its facts, principles, and their applications; with critiques upon current theories of punishment and schemes of administration. For the use of Normal Schools, Practical Teachers and Parents. 12mo. 308 pages. By *Frederick S. Jewell, A. M.* A. S. Barnes & Co., New York. 1866.

This title so fully expresses the design and scope of the work that little further in the way of description need be added. So far as we have had time to examine, the task set to himself by the author seems to have been well and faithfully executed. The principles of School Government, under the head of Obstacles, Derivation, Characteristics, General Elements and Application, are considered in their order, and the teacher and parent will find light, from proper sources, thrown upon each of them,—the whole being traced to the true source of all light. The work is well written and beautifully printed, and is worthy of a permanent place in the teachers' and the family library.

ARTHUR MERTON; or Sinning and Sorrowing. By *Caroline E. Kelley*. Small 12mo. 288 pages. J. C. Garrigues & Co., Philadelphia. 1866.

This is no tale of impossible perfection and improbable adventure, but a plain, simple, and life-like story of human weakness, world-trials and every-day suffering from sin; and it is set forth in such a way as to leave the impression that it is but the record of actual occurrences. It not only introduces apparently real and living persons in our great marts of commerce, with their ways and temptations, but finally shifts its scenes to the actual battle field, the real hospitals, and the beneficent societies for the relief of the sufferings of the late war. In short, we have rarely met so much variety of true human nature and of vivid life painting in so small a compass. It is a book admirably adapted for the school library and especially for the library of the Soldiers' Orphans schools. We hope to see it in the hands of all our young friends.

Department of Common Schools.

[OFFICIAL.]

List of County Superintendents.

The following is a list of the names of the County Superintendents now in commission:

Adams,	A. Sheeley,	Gettysburg,	$ 800
Allegheny,	A. J. Douthett,	Pittsburgh,	2,000
Armstrong,	J. A. Richey,	Scrub Grass,	800
Beaver,	James I. Reed,	Enon Valley,	800
Bedford,	W. W. Fisher,	Bedford,	1,000
Berks,	J. S. Ermentrout,	Reading,	1,250
Blair,	E. Elder,	Altoona,	1,000
Bradford,	O. J. Chubbuck,	Orwell,	1,000
Bucks,	S. S. Overholt,	Gardensville,	860
Butler,	J. W. Cratty,	Butler,	800
Cambria,	J. F. Condon,	Johnstown,	1,000
Cameron,	J. B. Johnson,	Shippen,	200
Carbon,	R. F. Hofferd,	Lehighton,	800
Centre,	R. M. Magee,	Rebersburg,	700
Chester,	W. W. Woodruff,	West Chester,	1,200
Clarion,	Geo. S. Kelly,	Clarion,	800
Clearfield,	G. W. Snyder,	Clearfield,	1,000
Clinton,	A. W. Strayer,	Lock Haven,	800

Columbia,	C. G. Barkley,	Bloomsburg,	800
Crawford,	D. Persons,	Seagerstown,	1,000
Cumberland,	George Swartz,	Shiremanstown,	700
Dauphin,	Dr. E. La Ros,	Hummelstown,	800
Delaware,	J. McCracken,	Village Green,	1,000
Elk,	J. Blakely,	Benzinger,	400
Erie,	L. T. Fisk,	Edinboro,	1,000
Easton,	W. W. Cottengham	Easton,	1,500
Fayette,	C. W. Warren,	Brownsville,	800
Forest,	S. F. Rohrer,	Marionville,	250
Franklin,	P. M. Shoemaker,	Strasburg,	800
Fulton,	Commission not issued.		
Greene,	Thomas Teal,	Rice's Land'g,	600
Huntingdon,	A. J. Bolar,	Alexanderville,	800
Indiana,	D. F. Tussey,	Armagh,	600
Jefferson,	S. W. Smith,	Brookville,	1,000
Juniata,	G. W. Lloyd,	Thompsontown	500
Lancaster,	D. Evans,	Lancaster,	1,700
Lawrence,	G. W. McCracken,	New Castle,	800
Lebanon,	H. Houck,	Lebanon,	760
Lehigh,	E. J. Young,	Allentown,	1,000
Luzerne,	H. Armstrong,	Orange,	1,200
Lycoming,	John T. Reed,	Muncy,	1,500
McKean,	C. Cornforth,	Smithport,	800
Mercer,	J. Miller,	Greenville,	1,200
Mifflin,	M. Mohler,	Lewistown,	800
Monroe,	J. B. Storm,	Stroudsburg,	600
Montgomery,	A. Rambo,	Trappe,	1,000
Montour,	Wm. Henry,	Potts Grove,	700
Northampton,	Wm. N. Walker,	Bethlehem,	1,000
Northumber'd,	G. W. Haupt,	Sunbury,	800
Perry,	Silas Wright,	Millerstown,	500
Pike,	E. S. Decker,	Milford,	300
Potter,	J. W. Allen,	Coudersport,	600
Schuylkill,	J. Newlin,	Port Carbon,	1,500
Snyder,	W. Mayer,	Freeburg,	500
Somerset,	N. B. Britchfield,	New Lexington,	800
Sullivan,	J. Martin,	Dushore,	600
Susquehanna,	W. W. Watson,	New Milford,	900
Tioga,	S. B. Price,	Enoxville,	1,000
Union,	C. V. Grundy,	Lewisburg,	500
Venango,	C. H. Dale,	Franklin,	1,000
Washington,	J. C. Gilchrist,	California,	800
Warren,	W. M. Lindsey,	Russelsburg,	1,000
Westmoreland	J. S. Watthour,	Greensburg,	800
Wayne,	J. E. Hawker,	Honesdale,	1,000
Wyoming,	W. La Monte,	Tunkhannock,	500
York,	S. B. Heiges,	York,	1,500

School Warrants Issued in June, 1866.

Counties.	*Districts.*	*Treasurers.*	*Amounts.*
Adams,	Berwick,	Anthony Thomma,	$80 77
"	Butler,	Isaac Myers,	146 78
"	Germany,	John Rider,	87 73
"	Hamilton,	John B. Paxton,	168 10
"	Highland,	Geo W. Lott,	48 79
"	Liberty,	J. Nunnemaker,	91 02
"	Menallen,	Able T. Wright,	195 16
"	Mount Joy,	Jesse Worley,	134 07
"	Littlestown bo.	James Solehoure,	84 05
"	Oxford,	Abraham Sheely,	110 29
"	Union,	John Bobbitts,	122 59
Allegheny,	Sharpsburg,	J. G. Comstock,	112 75
Armstrong,	Elderton,	D. W. Hawk,	19 68
"	Redbank,	Benjamin Mohney,	125 05
"	Queenstown bo.	Rev. D. R. Davis,	14 76
"	Valley,	William Hood,	148 83
"	Washington,	W. B. Sreeder,	94 30
Beaver,	Frankfort Spr.	John McCollough,	22 96
"	Economy,	D. P. Campton,	113 98
"	Georgetown bo.	S. F. Hamilton,	28 22
"	Logstown,	J. C. Ritchie,	18 45
Bedford,	Juniata,	George G. Gardill,	125 15
"	Providence,	Wm. F. Way,	87 74
"	Woodberry M.	Solomon Bailey,	178 76
Berks,	Albany,	Samuel Miller,	138 17
"	Bern twp.,	E. A. Leinbach,	185 73
"	Brecknock,	Daniel Hummel,	112 75
"	Exeter,	Daniel Dietrich,	212 38
"	Colebrookdale,	Henry L. Gilbert,	146 78
"	Cumru,	Daniel Matz,	182 45
Berks,	Heidleberg L.	Charles Spohn,	222 22
"	Hereford,	Charles Kehs,	120 95
"	Jefferson,	Joseph Wilhelm,	113 98
"	Kutztown,	Dan'l Zimmerman,	97 58
"	Maidencreek,	John D. Barnet,	157 85
"	Marrion,	Isaac Lebo,	173 43
"	Muhlenburg,	William Moser,	157 85
"	Oley,	Daniel D. Reiff,	179 99
"	Outelamee,	Jacob Saul,	127 92
"	Penn,	John Bright,	137 76
"	Pike,	L. Y. Rohrback,	100 86
"	Pleasantville,	Wm. Y. Weidner,	22 55
"	Tulpehocken,	John Wilhelm, Jr.,	179 17
"	U.	Moses Hiester,	104 96
"	Windsor,	Joseph Loy,	119 31
Blair,	Freedom,	Jacob Nofsker,	83 64
"	Snyder,	John D. Iset,	110 70
"	Taylor,	Jno. Earlenbaugh,	105 78
"	Tyrone boro.	J. H. Burleigh,	82 00
"	Woodberry N.	Samuel G. Rhodes,	95 94
Bucks,	Bedminster,	Aaron Furlmer,	231 24
"	Bensalem,	J. V. Stackhouse,	215 66
"	Doylestown T.	Isaac Jacoby,	101 68
"	Makefield L.	Jos. H. Yardley,	180 81
"	Morrisville,	Phineas Jenkins,	74 21
"	Plumstead,	Cornly Michener,	280 85
"	Rockhill,	J. E. Oberholtzer,	322 66
"	Springfield,	Daniel Wierbach,	272 65
"	Wrightstown,	Mahlon W. Smith,	86 92
Butler,	Clearfield,	Daniel O. Donnell	88 15
"	Cranberry,	John Geohring,	89 79
"	Franklin Ind.	John Stoughton,	6 97
"	Middlesex,	R. C. McClelland,	109 06
Cambria,	Blacklick,	Adam Maken,	47 97
"	Chest,	Anthony Arma,	61 50
"	Clearfield,	Mich'l Dunegan, Sr.,	104 14
"	Loretto Boro.	Francis O. Friel,	19 68
"	Munster,	Joseph Nole,	50 02
"	Urlmore,	G. G, Rorabach,	31 16
Cameron,	Shippen,	S. S. Hackett,	67 65
Carbon,	Kidder,	Wm. Wagner,	67 65
"	Towamensing,	Daniel Sternler,	91 02
"	M Chunk E.,	Solomon Driesbach,	106 60
"	Weatherly,	W. W. Blakeslie,	76 26
Centre,	Gregg,	J. B. Fisher,	124 64
"	Harris,	George E. Wasson,	161 13
"	Howard,	Daniel Leathers,	82 41
"	Liberty twp.,	Christian Holder,	94 30
"	Patton,	P. B. Waddle,	47 97
"	Spring,	Wm. Shortlidge,	125 05
"	Union,	Jos. Alexander,	72 57
"	Unionville,	E. T. Hicklen,	37 31
"	Worth,	John G. Jones,	47 97
Chester,	Birmingham,	John P. Saeger,	43 46
"	Brandywine E.	John G. Alison,	93 07
"	W.	John S. Hope,	88 56
"	Charlestown,	Dovault Beaver,	106 60
"	Coventry N.	Thomas W. Stem,	125 05
"	S.	Daniel Hoffman,	68 88
"	E.	Jacob Christman,	139 40
"	Downingtown,	Geo. W. Gordan,	73 80
"	Fallowfield W.	T. Chamberlain,	116 85
"	Highland,	Isaac Dance,	89 38
"	Hopewell Boro	Hugh McCorkel,	20 50
"	L. Brittain,	Theo. Carlile,	53 71
"	Nantmeal E.	N. B. Markley,	104 55
"	Newlin,	Joshua N. Peirce,	56 17
"	Nottingham W.	John S. Hillaman,	88 97
"	Pikeland W.	John Fry,	88 15
"	Sadsbury,	Ezekiel R. Young,	207 46
"	Schuylkill,	Charles Batt,	153 75
"	Vincent West,	Joseph Moses,	154 16
"	Warwick,	Levi Shingle,	137 76
"	Knox,	Morris Shoup,	52 48
"	Redbank,	C. Keck,	114 80
"	Richland,	Daniel Bostaph,	74 21
"	Strattonville,	Sam'l M. Stewart,	34 44
"	Washington,	J. G. Seigworth,	104 14
Clarion,	Ashland,	Isaac Baum,	58 82
"	Clarion Boro,	Daniel Delo,	69 70

Counties.	*Districts.*	*Treasurers.*	*Amounts.*
Clarion,	Clarion Twp.,	Peter Yarger,	113 16
"	Curllsville,	John Benn,	29 11
"	Farmington,	W. Wilkinson, Jr.,	148 01
"	Highland,	James Slater,	44 69
"	Mill Creek,	Adam Potter,	46 74
Clearfield,	Covington,	Solomon Maurer,	66 83
"	Bradford Ind.	John H. Stewart,	83 23
Clinton,	Chapman,	Thos. B. Loveland,	87 33
Columbia,	Beaver,	Stephen Lehre,	86 10
"	Benton,	I. K. Krickbaum,	96 76
"	Bloom,	Elias Mendenhall,	250 51
"	Franklin,	Michael Mensch,	56 17
"	Hemlock,	Levi Cox,	108 23
"	Jackson,	Geo. Herliman,	49 20
"	Locust,	Wm. Goodman,	164 00
"	Main,	Charles Nuss,	59 86
"	Mifflin,	Schiveppenheiser,	106 60
"	Orange,	Abner Welch,	102 09
Crawford,	Wayne,	Hiram Drake,	138 58
Cumberland,	Middlesex,	John Elliott,	161 13
"	Middleton S.	Abrm. Bradley,	293 15
"	Monroe,	Wm. C. Brandt,	208 69
"	Newburg,	Daniel McCoy,	45 10
"	N Cumberland,	E. H. Coover,	51 25
"	Pennsboro E.	Wm. Saddler,	225 50
"	Shippensburg b	John Wonderlich,	191 88
Dauphin,	Halifax,	Christian Lyter,	222,22
"	Jackson,	John Enders,	102 50
"	Londonderry,	David M. Eppler,	150 88
"	Mifflin,	Daniel Moyer,	112,75
"	Union,	Geo. D. Moyer,	29,52
Delaware,	Bethel,	Samuel Hance,	43 46
"	Chinchester U.	Thos. B. Jones,	52 89
"	Haverford,	Charles Johnson,	109 06
"	Middletown,	George Yarnall,	169 74
"	Providence,	Washington James,	90 20
"	Thornbury,	Samu'l G. Eachus,	79 54
Erie,	McKean,	James Dunn,	150 47
"	North East,	Warren Cole,	179 99
Fayette,	Brownsville,	Solomon Burd,	32 39
"	N Salem Ind.	Robert Antram,	26 24
Forest,	Millstone,	Wm. Clyde,	10 66
Franklin,	Antrim.	Henry Ditch,	334 56
"	Chambersburg,	Jacob Henninger,	416 97
"	Green,	Jacob Bollinger,	281 26
"	Mercersburg,	A. L. Coyle,	94 30
"	Metal,	Henry Miller,	120 54
"	Southampton,	H. G. Skiles,	169 74
Fulton,	Dublin,	Jacob Shuman,	108 65
"	Licking Creek,	Geo. W. Leighty,	106 60
Greene,	Dunkard,	Jair Wildman,	151 70
"	Jackson,	Jacob Lough,	84 46
"	Morgan,	John H. Smith,	135 30
"	Wayne,	Eagin Goodwin,	133 25
Huntingdon,	Dublin,	David S. Peterson,	90 20
"	Tod,	John Griffith,	79 95
"	Oneida,	Daniel Kypher,	37 31
"	Warriors Mark,	Samuel Ralston,	113 98
Indiana,	Black Lick,	Fergeuson Badger,	93 07
"	Mahoning E.,	Junius McCreery,	128 74
Jefferson,	Clover,	R. B. Brown,	71 34
"	Henderson,	John Shapler,	63 14
"	Oliver,	John Coulter,	76 26
"	Polk,	John Shoffner,	24 60
"	Porter,	James Kennedy,	50 43
"	Snyder,	R. W. Moorhead,	53 30
"	Warsaw,	John Bell,	91 43
Juniata,	Walker,	John N. Moore,	145 55
Lawrence,	N. Castle boro.	James J. Cook,	232 47
Lehigh,	Allentown, 1 w	Jesse A. Wasser,	296 02
"	Grims,	Amos Brauss,	13 53
"	Hanover,	Charles Ritter,	241 49
"	Heidelberg,	Sam'l J. Kistler,	168 10
"	Lynn,	David F. Snyder,	277 57
"	Macungre L.,	David Bernner,	270 60
"	Milford Upper,	Charles Foster,	255 43
"	Millerstown,	Charles H. Swenk,	36 08
"	Saucon Upper,	H. B. Pearson,	375 97
Lehigh,	Slatington,	Benjamin Kern,	60 68
"	Whitehall N.	David Shirer,	519 88
Luzerne,	Carbondale C.,	J. B. Van Bergrue,	533 82
"	N. Columbus b.	B. M. Stevens,	26 65
Lancaster,	Brecknock,	Jacob Renninger,	194 75
"	Caernarvon,	J. J. Stoltzfus,	138 39
"	Colerain,	John J. Andrews,	174 66
"	Columbia B.,	The Col. N. Bank,	482 16
"	Conestoga,	Casper Hiller,	189 42
"	Conoy,	Joseph Engle,	171 79
"	Donegal E.,	L. Z. Lindermuth,	364 49
"	Drumore,	Wm. S. Long,	302 58
"	Elizabeth,	Samuel H. Hess,	109 88
"	Fulton,	William Brown,	182 86
"	Hempfield E.	Frederick Sheetz,	317 75
"	Lampeter W.	Tobias R. Krider,	172 20
"	Lancaster City,	Peter McConomy,	1950 78
"	" twp.	Philip Bausman,	77 49
"	Little Britain,	John L. Patterson,	157 44
"	Litiz,	H. H. Tshudy,	52 07
"	New Milltown,	Jacob Hunsecker,	12 71
"	Paradise,	Benj. Weaver,	216 48
"	Penn,	Abrm. Minnich, jr.	215 66
"	Providence,	John Wilson,	259 53
"	Rapho,	Benj. L. Brubaker,	325 54
"	Sadsbury,	Ambrose Pownall,	148 42
"	Salisbury,	Peter Eby,	364 90
"	Washington,	John Shertzer,	81 59
Lebanon,	Lebanon Boro,	J. E. Daugherty,	475 60
Lycoming,	Cogan House,	Charles Persun,	59 04
"	Clinton,	Samuel Hess,	93 48
"	Fairfield, Up.,	John H. Herman,	66 83
"	Jordan,	J. D. Boudman,	49 20
"	Moreland,	Wm. Hartraft,	61 50
"	Muncy Boro.,	Simon Schuyler,	103 32
"	Plunketts Cre.,	N. C. Johnson,	43 46
"	Limestone,	George Clark,	98 81
"	Lycoming,	Jacob Reichard,	57 40
"	Loyalsock,	Peter Miller,	143 50
"	Wolf,	Wm. Vandene,	81 59
Mercer,	Clarksville,	John E. Hull,	45 10
"	French Creek,	James W. Smith,	97 99
"	Mercer Boro,	John McKean,	139 40
"	W Middlesex b.	J. W. Veach,	88 97
"	Mill Creek,	Joseph Gordon,	104 55
"	Sandy Lake,	James Barker,	100 86
"	Sheakleyville I.	Thos. C. Cochran,	38 95
"	Springfield,	Sam'l A. Hughes,	114 39
"	Sugar Grove,	Seth Good,	59 45
"	Wolf Creek,	D. M. Waldon,	59 04
Mifflin,	Lewistown,	Wm. Russell,	315 70
"	Menno,	Thomas Hazlett,	131 20
"	Wayne,	John Glasgow,	137 76
Monroe,	Pocono,	Samuel Storm,	91 02
"	Price,	Perry Price,	22 55
"	Ross,	Joseph Kresge,	72 16
"	Strond,	Simon Barry,	188 60
"	Tunkhannock,	P. Gresneymoyer,	25 42
Montgomery,	Cheltenham,	Thos. Williams,	179 17
"	Conshohocken,	Jos. Kenworthy,	168 10
"	Groynedd,	Jno. S. Heebner,	209 51
"	Horsham,	Jas. Shoemaker,	153 34
"	Merion Lower,	Wm. Sibley,	376 38
"	Moreland,	B. Worthington,	241 08
"	Norristown,	John Potts,	869 20
"	Pottsgrove,	Israel M. Erb,	189 01
"	Pottstown,	Joseph Mintzer,	264 86
"	Whitemarsh,	Samuel Rhoads,	294 38
"	Whitpain,	Jas. Dougherty,	147 19
"	Worcester,	Solomon Schultz,	177 94
Montour,	Danville,	George B. Brown,	617 05
"	Hemlock W.	Hiram Cromley,	34 03
"	Limestone,	Wm. A. Dean,	78 72
"	Valley,	Wm. P. Wilson,	85 20
Northampton,	Allen,	Adam Laubach,	124 05
"	Bethlehem twp,	Peter Hackman,	208 69
,,	Bushkill,	Christn. W. Kaske,	166 05
"	Forks,	Peter Uhler,	139 81
"	Nazareth U.,	David Barrell,	65 19
"	Williams,	Jas. Boughers,	305 45
Northumber'd	Augusta U.,	Reuben Garringer,	100 45
"	Delaware,	Stephen T. Ellis,	220 58

Counties.	*Districts.*	*Treasurers.*	*Amounts.*
Northumber'd	Lewis,	Lambert Janett,	138 17
"	Mahanoy L.,	David Seiler,	157 44
"	McEwensville,	Jas. Rodearmel,	40 59
"	McCarmel B.,	Abraham Learch,	88 15
"	Milton,	R. M. Frick,	231 65
Pike,	Blooming Gr.,	Jacob Kleinhans,	29 11
"	Greene,	Samuel Banks,	68 47
"	Lackawaxen,	G. H. Rowlands,	142 27
"	Porter,	Andrew Lake,	9 02
"	Shohola,	Chauncey Thomas,	54 12
"	Westfall,	Cornelius Westfall,	56 58
Perry,	Millerstown B.	Henry Hopple,	45 51
"	Newport,	P. Bosserman,	95 12
Schuylkill,	Auburn Boro,	Abram. K. Moyer,	42 23
"	Branch,	Hiram Chance,	119 72
"	Brunswick E.	Henry Godshall,	58 63
"	Cressona,	Charles Feary,	82 41
"	Frailey,	Benjamin Rudy,	130 38
"	Hegins,	Peter Herring,	48 38
"	Mahanoy City,	Wm. L. Yoder,	348 71
"	Manheim S.	Lewis Brummer,	73 39
"	Mt. Carbon,	John Lynch,	60 68
"	North,	Samuel Yost,	22 55
"	Orwigsburg,	Francis W. Yeager,	75 85
"	Porter,	S. P. Stutzman,	33 21
"	Rush,	Reuben Heifert,	107 42
"	Schuylkill Hn.	Charles A. Meek,	285 36
"	" twp.	Stephen Ringen,	157 85
"	St. Clair,	R. H. Irvin,	480 11
"	South,	Wm. Gehret,	6 56
"	Tunnell,	D. Frauenfelter,	13 12
"	Pine Grove,	John Sattazahn,	123 00
"	Port Carbon B.	Issaac Geiger,	209 51
"	Port Clinton,	Samuel Boyer,	65 19
"	Union,	Adam Bresch,	170 97
"	Washington,	Peter Berger,	86 92
Snyder,	Beaver twp.,	Jacob Gross,	153 75
"	" W.,	John A. Ulsh,	104 14
"	Chapman,	David Reber,	143 09
"	Centre,	Wm. Kuhn, jr.,	92 25
"	Jackson,	S. R. Yearick,	49 61
"	Middle Creek,	Henry B. Yerger,	55 76
"	Monroe twp.,	Jacob Long,	93 48
"	Washington,	Daniel Maines,	144 73
Somerset,	Addison,	John W. Fressler,	129 15
"	Allegheny,	Edward Dorsey,	82 00
"	Berlin Boro,	J. H. Fisher,	59 45
"	Elk Lick,	Daniel C. Meese,	94 30
"	Greenville,	Em'l Klingaman,	46 33
"	Jefferson,	Joseph L. Miller,	62 32
"	Laumer,	Edwin Deal,	51 25
"	Middle Creek,	Eli Saylor,	114 80
"	Milford,	Jeremiah Weiman,	111 93
"	Paint,	Jacob Hoffman,	76 67
"	Salisbury,	Amos Breig,	25 83
"	Somerset Boro,	John J. Schell,	71 34
"	" twp.,	Joseph Horner,	218 53
"	Quemahoning,	Joseph Bender,	110 70
"	Wellersburg b.	Wm. F. Uhl,	36 90
Sullivan,	Forks,	Charles J. Brown,	68 88
"	Laporte twp.,	Joseph Gansell,	27 06
"	N Mountain I.	G. W. Phillips,	6 97
"	Shrewsbury,	David Halls,	32 80
Tioga,	Deerfield,	E. S. Seely,	66 42
"	Nelson,	Philip Tubs,	41 00
"	Union,	Thomas Stull,	87 33
Union,	Buffalo West,	Joseph Klingman,	131 61
"	Lewis,	Abraham Mench,	72 16
"	Lewisburg,	John H. Goodman,	283 72
"	Limestone,	John Rinkard,	103 32
"	White Deer,	Wm. Stadden,	186 14
Venango,	Cherrytree,	Rexford Pierce,	191 88
"	Cooperstown,	Peter A. Bowen,	29 52
"	Emlenton B.	John McCombs,	32 39
"	Pinegrove,	Daniel Hilliard,	98 81
"	Sugar Creek,	Martin Smith,	131 61
"	Utica Boro,	Thomas Nesbet,	28 29
Washington,	Allen,	Jacob F. Crow,	70 11
"	Beallsville,	Daniel Flick,	41 82
"	Bethlehem W.	Andw. J. Garrett,	203 77
"	Brownsville W.	Robert McKinley,	63 55
"	Carroll,	James Kerr,	97 99
"	East Finley,	Ebenezer Smith,	113 98
Washington,	Jefferson,	J. F. McCanell,	95 12
"	Monongahela c	J. Alexander,	191 06
"	Robinson,	Wm. Bailey,	93 48
"	Union,	John A. Happer,	149 24
Wayne,	Dyberry,	O. H. Bunnell,	116 44
"	Honesdale B.	Jos. C. Delezune,	244 36
"	Lebanon,	Hiram Wright,	59 86
"	Manchester,	Abijah C. Teed,	103 32
"	Oregon,	John Watts,	64 37
"	Paupack,	John B. Cole,	61 50
"	Sterling,	Albert J. Cliff,	150 47
Westmoreland	Allegheny,	John Artman,	161 54
"	Donegal,	John Johnson,	124 23
"	Hempfield,	Jacob Altman,	462 07
"	Jurin Boro,	James Keister,	41 82
"	N.Huntingdon,	Wm. T. Irvin,	250 51
"	Ligonier twp.	Hugh H. Little,	221 81
"	Ludwick,	A. C. Rees,	34 44
"	Penn twp.,	R. S. Byrely,	237 80
"	Salem Boro,	Henry Hugus,	70 93
"	Sulphur Sprgs.	H. F. McDonnel,	41 82
"	Unity,	Wm. Galaway,	348 50
York,	Dover,	Henry M. Spahr,	239 85
"	Glen Rock,	William Herbst,	34 44
"	Logansville,	Henry Decker,	23 78
"	Monaghan,	Geo. D. Shaeffer,	95 94
"	Newberry,	Wm. Hammond,	246 00
"	Shrewsberry B.	John Giesey,	61 50
"	Hopewell.	Arthur S. Edee,	375 15

To Superintendents.

The new Superintendents must receive and forward the district annual reports and affidavits. If these documents are not in proper form or are not correctly filled out, they should be returned for correction. The endorsements before sending them to the department, may be in the following form:

Received, June ——, 1866.
Approved " ——, "
Forwarded " ——, "
Signed.

The report should be copied on the left hand page of the book, prepared for that purpose, and the time of its reception, approval and forwarding, may be entered in the proper place on the right hand page, also the same as to the approval of the affidavits. This is important, in order that the whole transaction will be so, as to be referred to at any time. Affidavits need not be sent, unless accompanied by the report, for the warrant cannot be issued until both are on file. Revenue stamps are not required upon affidavits.

Postage on all official letters and documents sent by Superintendents to this department, will be paid by the department, but to secure payment, the bills should be received before the first Monday of June in each year if possible. No other postage can be paid. It is generally much less expensive to send packages of reports by mail, than by express.

Questions and Answers.

1. QUESTION: Is bank stock taxable for school purposes?

ANSWER: By the first section of the Act "To amend the revenue laws of the Commonwealth," approved February 23, 1866, it is provided, that every stockholder in any bank in this commonwealth, whether incorporated under the laws of this State, or of the United States, shall pay a tax of one per centum upon the par value of the stock held by the said stockholder, and the said stock shall be exempt from all other taxation under the laws of this Commonwealth. This act exempts bank stock, therefore, from taxation for school purposes.

2. QUESTION: I am constantly annoyed by teachers and directors, asking for private examinations. What shall I do?

ANSWER: This question has been asked by a number of County Superintendents and has been answered in the official department of the Journal frequently during the last nine years. It is found by consulting these decisions that private examinations have always been discountenanced and disapproved of by the department as injurions; unjust to teachers who attend the public examinations; presenting facilities to those who desire private examinations to evade the requirements of the law; improperly consuming the time and interfering with official duties of the Superintendent; and giving teachers who have no certificates, opportunities to get into schools for a time, thereby greatly annoying directors and frequently causing them to lose their State appropriation. The spirit of the law and the whole tenor of the decisions of the department, establish the following principles by which Superintendents should be governed.

1. The law requires that the teachers be examined before the directors of the district in which they are to teach, if said directors see fit to be present; and it is fairly inferable that inspections are to be open to the public.

2. As there may be cases where persons who have no legal certificates are required to teach, but who could not attend the regular public inspection, the Superintendent should devote three Saturdays succeeding the close of his regular examinations, to examining such applicants as shall present statements, signed by at least three directors, stating that said applicants wanted to teach in the district, giving also the reason why they were not present at the public examination, these examinations to be held in different parts of the county and advertised as open to the directors and the public generally.

3. Except in extreme cases, no other examinations should be granted.

4. No person can legally be a teacher under the school law, who has not a valid certificate from the Superintendent of the county in which he offers to teach, or a diploma or State certificate from one of the State Normal Schools. Any person not having the above mentioned documents, cannot be legally paid from the school funds of the district for any time taught before receiving a certificate; and a school thus taught, cannot be considered as a part of the public schools of the district.

5. Directors who employ and allow to teach, persons not legally qualified, and pay them from the school funds of the district, thereby treating such schools as public schools, will forfeit the State appropriation for the year.

6. County Superintendents cannot legally antedate a certificate, unless it be in cases where application was made for examination at a time when it could not be held and a subsequent day is fixed upon.

School Legislation.

The following additional local school laws were approved after the publication of the list found in the *Journal* for May:

An Act to vest the title to a certain lot of ground in the school directors of Pittston Borough in the county of Luzerne.

An Act to authorize the school directors of Letterkenny township, in the county of Franklin, and Addison township, in the county of Somerset, to appropriate to the school fund for school purposes any surpulus bounty fund in the hands of the treasurer of the school board of said townships.

An Act relative to the collection of school tax in the borough of Doylestown.

An Act authorizing the school directors of the borough of Franklin, in Venango county, to borrow money.

An Act authorizing the school directors of the borough of Brownsville, in Mercer county, to borrow money.

An Act to create two school districts in the township of Wilkesbarre, in Luzerne county.

An Act to annex the farms of George Jackson and others to the Oneida school district of Huntingdon co.

An Act to authorize the board of school directors of the borough of Ludwigs in the county of Westmoreland, to borrow money for building purposes and to levy additional school tax.

An Act relative to the election of school directors in the borough of South Bethlehem, Northampton county.

An Act to attach a certain farm and those who may reside thereon, in Winfield township, Somerset county, to New Centreville borough for school purposes.

An Act relative to the election of school directors in Independence township, Washington county.

An Act to authorize the school directors of the fourth ward, Pittsburg, to use the balance of bounty tax in their hands for building purposes.

An Act to repeal an Act entitled a further supplement to an act for the regulation and continuance of a system of education by common schools, approved the 17th day of April, 1865, relative to District Institutes, so far as the same relates to the county of Westmoreland.

An Act to annex the farm of William Steele of Salem township to Hempfield township, in Westmoreland county, for school purposes.

An Act to erect an independent school district from portions of the township of Rostraver, in the county of Westmoreland, and Washington township, in the county of Fayette.

An Act to establish a High School in the city of Harrisburg.

An Act to authorize the board of school directors of the borough of Mount Pleasant, in the county of Westmoreland, to borrow money for building purposes.

An Act to authorize the school directors of Upper Dublin school district to sell a certain school house.

A supplement to an Act entitled an Act to authorize the Superintendent of Common Schools of York and Lancaster counties to draw funds from the County Treasury, to defray the expenses of Teachers' County Institutes, therein extending the same to Perry and Indiana.

An Act to authorize the school directors of Osceola, to levy an additional tax for building purposes.

An Act to authorize the school directors of Mount Pleasant township, Westmoreland county, to apply the excess of bounty money to school purposes.

An Act to authorize the school directors of Spring Hill township, of Fayette county, to pay certain moneys.

An Act for the more prompt payment of the school tax in the city of Williamsport.

An Act to authorize the sale of certain real estate in Moon township, Beaver county, for the benefit of the common schools of said township.

An Act to authorize the school directors of Conneautville, Crawford county, to borrow money.

The following is a part of the 16th section of the general appropriation bill, approved April 11th, 1866:

The sum of ten thousand dollars is hereby appropriated for the education of teachers in the Normal schools of the commonwealth, to be paid by warrants, issued at least three times a year, at such periods as shall best accommodate the principals of the several schools, by the superintendent of common schools, in favor of the treasurers of the respective Normal schools.

The amount to which each school shall be entitled, out of said ten thousand dollars, to be determined as follows, viz:

For each student, over seventeen years of age, who shall sign a written declaration, in the form prescribed by by the superintendent of schools, that said student intends to teach in the common schools of the State, there shall be paid the sum of fifty cents per week, towards the expenses of said student.

For each student, who was disabled in the military or naval service of the United States, or of Pennsylvania, or whose father lost his life in said service, and who is over seventeen, and not over twenty-two years of age, and who shall sign a declaration, as herein provided, there shall be paid the sum of one dollar per week; to each student, who, during the school year, commencing on the first Monday of June, one thousand eight hundred and sixty-six, shall have graduated at any of the Normal schools of the State, and who shall sign an agreement, binding said student to teach, in the common schools of the State, two full years, there shall be paid the sum of fifty dollars.

Any student, to secure the benefits of this appropriation, must attend the school at least one term of twelve consecutive weeks.

The price of boarding and tuition, as fixed by the respective boards of trustees of the several schools, and approved by the superintendent of schools, shall be the same for all students pursuing similar studies.

Students receiving the several sums, per week, as herein specified, shall have deducted from their regular expenses the full amount thus received from the State.

The superintendent of schools shall not issue his warrant for the amount claimed by either of the said schools, until there shall be on file, in his office, a report from the principal of said school, authenticated by his oath or affirmation, and certified to by the president of the board of trustees, stating the exact number of students, over seventeen years of age, that have attended the school at least twelve consecutive weeks, within the school year of the several Normal schools, commencing on the first Monday of September, and who have, in all respects, conformed to the conditions and requirements herein made, regarding such students, how many thus attending are disabled soldiers, or sailors, or orphans, whose fathers died in the service of the country, and how many have graduated during the term for which said report is made, and who have also complied with the conditions herein, together with their names and address, date of entrance, and withdrawal from the school, stating, also, whether the whole amount, to be allowed to each student, has been deducted from his expenses.

All the unexpended balance of the ten thousand dollars, thus appropriated, shall be divided equally among the several Normal schools now in operation, to be used exclusively for the purchase of apparatus and books for their respective libraries; and the sum thus expended shall be accounted for in the annual report now required by law to be made: *Provided*, That ten weeks before the close of the last term of school year, in the several Normal schools, the principals thereof shall report, to the State Superintendent, the number of students in their schools entitled to the benefits of this appropriation; and if it shall appear that the sum remaining unexpended is not sufficient to pay to each pupil the sums herein specified, such expended balance shall be divided, *pro rata*, under the supervision of the State Superintendent, who, immediately thereafter, shall notify the principal of each school of the amount to which it is entitled.

Scientific and Literary Institutions

[*For Catalogues, &c., apply to the respective Presidents or Principals.*]

PROFESSIONAL SCHOOLS:

Agricultural College of Pennsylvania, Centre County. Wm. H. Allen, M. D., L. L. D., President. One session yearly, divided into two terms of twenty weeks each. The first term opens on the last Tuesday in February and closes the third Wednesday of July. The second term opens on the fourth Wednesday of July and closes on the third Wednesday of December. Charge for board, washing, tuition, room rent and fuel, $100 in advance for each term. Address, Agricultural College, P. O. Centre County, Pa.

State Normal School, 2nd District, at Millersville, Lancaster county. Prof. J. P. Wickersham, A. M., Principal. Commencement Friday, July 21. Winter term from September 11, 1865, till March 7, 1866, 26 weeks. Summer term from April 2, 1866, till commencement, 16 weeks. June 27, examination of candidates for State Certificates. Fall vacation seven, and Spring vacation three weeks. Expenses about $200 for the school year. The whole number of students of all grades during the year was 697.

State Normal School, 5th District, Mansfield, Tioga county. Prof. F. A. Allen, A. M., Principal. Three terms of 14 weeks each, commencing 1st Wednesday in September, and continuing without any recess except one week at Christmas. Epenses during school year about $160. Number of students last year, 285. Though the last recognized of the State Normal Schools, all the rooms in the Normal building are already taken for the next term; but boarding can still be had in the village. Additional buildings for students will be erected this fall.

State Normal School, 12th District,—the *North-western*,—at Edinboro' in Erie county. Prof. J. A. Cooper, A. M., Principal. Three terms: 1st. From last Wednesday in August, till last Thursday in November. 2nd. From first Wednesday in December, till first Thursday in March. 3rd. From last Wednesday in March, till last Thursday in June, when commencement takes place. Expenses for the three terms about $180. Total number of students of all grades the past year, 817.

Curry's Normal Institute, *Pittsburgh, Pa.* Prof. R. Curry, A. M., Principal. The term opens on the first Monday of September. Price of tuition per year, $50. Boarding and lodging, in respectable families, at prices ranging from $3 to $5 per week. Pupils received at all times, but persons wishing to enter regular classes should enter at the opening of the term, or on the first Monday of January or April. Whole number of students during the year, 302.

COLLEGES:

Pennsylvania College, at Gettysburg, Adams county. Rev. H. L. Baugher, D. D., President. Commencement, 2nd Tuesday in August. First term begins 6 weeks from commencement and continues 13 weeks. 2nd term 3 weeks from end of first, and continues till commencement. In addition to the usual College course there is a Professorship of German Language and Literature. Expenses about $163 the collegiate year. The No. of students of all grades last year 114.

Franklin and Marshall College, at Lancaster, Lancaster county. Rev. E. V. Gerhart, D. D., President. Commencement, last Wednesday in July. Three terms: 1st. Begins 7 weeks from commencement and lasts 14 weeks. 2nd. Two weeks from end of first, and lasts 14 weeks. 3rd. Three weeks from end of second, and lasts 12 weeks. Expenses about $218. Number of students last year 61.

ACADEMIES:

UNIONVILLE Academy, *at Unionville, Chester county, Pa.* M. Durnal, A. M. and H. S. Kent, principals. The school year consists of 40 weeks, and is divided into three terms:—The spring term of 10 weeks, commences the third Monday of April; Summer term of 10 weeks, the fourth Monday of July; Winter term of 20 weeks, the thirtieth of October, 1865: a vacation of 4 weeks occurs between the terms. Expenses for the year, about $200. Number of students last year, 85.

CHESTER VALLEY ACADEMY for young men, at Coatesville, Chester county, Pa. The next term will commence on the 29th of the 1st month, (January,) 1866, and continue twenty weeks. Whole number of pupils last year 121. J. K. Taylor, Principal; Silas Wright, B. E., 1st Assistant; Milton S. Parry, 2d Assistant; Emilie M. Potts, teacher of German; Prof. Keffer, teacher of Music.

Original Communications.

The School Recess.

We are in favor of recreation for boys and girls on the principle that all work and no play makes a dull boy or girl—and the school recess (now at hand) is one of those occasions during which they can enjoy themselves to the fullest extent. But, aside from this fact, there is an importance in this recess which few parents properly consider. Many parents allow these days to be wholly appropriated to idleness, when, indeed, they should be so filled up as to benefit both mind and body. Sloth is not recreative, nor is active exercise laborious. It is not in the school room that *all* education is received. The mind is led by the teacher. He stores it with knowledge that soon decays, and often overburdens it with irksome truths. At home, and particularly during recess, the instruction given in school should be elicited. Pupils should be made to *tell* what they know by leading them to see what they perform. This is after all, the true secret of education. By drawing out the *power* of the mind, it is trained to self-exercise and self-culture, which give it an activity and reliance not acquired by a continued accumulation of lessons without practice—meaningless recitations with the dull routine of the class. Young children, especially, are frequently stultified by the common exercises of the school room. They are intimidated by the awful tasks, and the mind is shrouded with the dullness of heavy lessons, until it becomes absolutely unable to comprehend the uses of improvement or to understand its own grand and glorious movements. The mind is not a machine to be guided at will altogether. Its flights and career can be directed, but not always controlled. In its loftiest aspirations it assumes its humblest aspects.

The character of boys and girls for usefulness in society, is formed in the various intervening holidays more than any other time. They are free then in one respect, but there is an allegiance which they should be taught to render, and laws and customs which they should be required to observe. A wise father or mother never fails to see to these things. A mother's influence wields its mild sway best when her children are gathered within the radius of her smiles, and as they advance in years the light of that smile accompanies them into the world, to cheer and animate them to active effort and noble deeds. How salutary, then, that influence when so exerted as to win the confidence and affection of the children. They see in her not only knowledge, but perfection. The standard which she erects, incites to a virtuous course of life—and at her feet not only knowledge is imparted, but the rich fruits of tender hearts culled as offerings of affection. The child loves to signalize its homage by some token of sincerity, and nothing is more fitting than the action which shows its mental power. As an illustration of the truth, we once knew a bright-eyed, joyous girl, who, as she learned the technical names of the letters, fixed each as the representative of some correct familiar object. In this way the letters developed the strength of her pure mind, and instead of becoming a burden, they were dismissed, not from her memory, but to be used as clothed in her own fairy-like conception.

During the Summer recess let the influence of the home circle be actively exercised for the benefit of children who sustain the relation of pupils to different schools throughout the State. Every intelligent parent *knows* his or her duty in this respect. Let it be faithfully discharged.

I. B. G.

ERIE, *June 9th*, 1866.

Election and Qualifications of County Superintendents.

MR. EDITOR:—There appear to be several objectionable features in the present school law in regard to the manner of electing County Superintendents. One objection is the time of year, (the first Tuesday in May,) which we consider a very unfavorable time in rural and lumbering districts for general attendance at the election, because at that time directors are very frequently busy on their farms or in taking their lumber to market. Another objection, there is no provision made for paying the expenses of directors while

attending the convention. Many well-informed, honest and efficient directors are poor, and live at a great distance from the place of election. This cause often prevents many of the best directors from attending. Again, the law expressly states that "the directors shall elect one person of literary and scientific acquirements, and of skill and experience in the art of teaching;" yet directors do not always heed these specified directions; and as the law now stands, there is but little chance to prevent a candidate from being commissioned, if once elected by a majority of the attending directors, no matter how unqualified he may be.

That the good of the schools is not always kept in view by the directors, the following, we think, will fully illustrate: A director in one of our western counties asked another at the triennial convention in 1866, "Why did you vote for a certain candidate for County Superintendent? Do you consider him qualified for the office?" "I do not," replied the other, "but I regard the salaries paid to the County Superintendents as money thrown away at all events, and I thought we might as well *give the money to him as to any other man.*" No wonder that improper selections are made where the good of the schools is not the paramount object, (indeed, in such a case it cannot be said to be any part of the object at all,) but some personal favorite is merely selected upon whom to bestow the money. In our candid opinion, the uneducated, dishonest, or bigoted Superintendent is worse than none at all. We think that proper legislation would put this matter on much better footing.

We would suggest, therefore, that directors be paid for attending the triennial convention; that the day of election be changed to some time more convenient for the directors to attend; and also, that before the issuing of the commissions, every Co. Superintendent who is elected be thoroughly examined by some officer, or board of officers, appointed by the State Superintendent, or some other sufficiently high authority; giving at the same time an opportunity for objections to be filed in a proper manner, in regard to moral character, legal residence, experience in teaching, etc.

In regard to the examination, we think that besides the branches now required of teachers by law, it would be well to add, at least, a good theoretical knowledge of the School System of this State. Perhaps it would be well to have all the candidates who receive votes,—if not more than three in each county,—counting from the highest in vote downwards,—examined at the same time, the results of these examinations to be submitted to the State Superintendent, either at length, or by certificates, similar to the provisional certificates given to teachers; and that the State Superintendent be legally bound, as at present, to commission the person having the highest number of votes, *if he be found qualified.*

If none of the modes suggested above be considered expedient by law-makers, we think that to have the election of County Superintendents submitted to the people at the general election in autumn, when other county officers are elected, would be preferable to the existing mode.

PHILOM.

CAMERON COUNTY, *June 6th*, 1866.

Selections from Exchanges.

A Serious Evil.

I believe every country school teacher of experience will bear me out in saying that in every district, having an aggregate school-going population of forty children, there should be one school-house and one teacher, and that when the aggregate attendance of any school greatly exceeds forty, an assistant teacher is needed. Now this fact—for it undoubtedly is a fact—needs to be impressed upon the minds of school directors and all others whose duty it is to supply the educational wants of the community. To place from sixty to eighty pupils (or even ninety, as is now done in at least one instance, in this county,) in the hands of one teacher and to expect of him that he shall effectually govern them and give them all needed instruction in the alphabet, spelling, reading, writing, arithmetic, mental and written, geography, grammar, and what not else, is the sheerest folly, an outrage upon common sense.

And the offense is greatly aggravated when children, in such large numbers are put into dark, cold and dingy school-rooms, with miserable furniture, with no play-ground without and totally insufficient room within, to accommodate them comfortably. It is idle to expect that children who are compelled to attend schools of this kind will ever love learning or make satisfactory progress, even though taught by a capable and devout teacher. Some pupils will inevitably be neglected, and the wants of all will be but poorly met. Knowledge will be acquired in mere driblets, recitations will be few in number and of inadequate length, and the most harassing labors performed by the teacher with the poorest results. None but a teacher, perhaps, can fully

comprehend the difficulties of such a position, how constant the care and anxiety, how severe the labor of discipline and instruction, and how keenly must be felt the cold neglect or unfriendly criticism with which such necessarily fruitless labors are sometimes rewarded.

It is asking too much of human nature to bear such insufficient school accommodations in a wealthy agricultural district without at least a firm protest. The people have a right to demand that their children shall be supplied with better educational facitities. It is to be hoped, for the credit of our country, that instances of such flagrant neglect are rare, but I know, from some positive experience and observation, that a number of schools and school-houses of the kind alluded to, do exist in the midst of abundant wealth.

But the evil is not without a remedy. Let teachers and parents assert themselves. Let directors rise to a true comprehension of the magnitude and importance of their duties. Let them build school-houses in sufficient numbers and of such a kind as will be an honor to themselves and the country. And above all, wherever that is practicable, let them grade the schools.—*Lewistown Gazette.*

The Angel in the Block.

It is related of Michael Angelo, that while walking with some friends through an obscure street of Florence, he discovered a fine block of marble, lying neglected in a yard, and half in dirt and rubbish. Regardless of his holiday attire he at once fell to work upon it, clearing away its filth, and striving to lift it from the slime and mire in which it lay.

His companions asked him, in astonishment, what he was doing, and what he wanted with that worthless piece of rock?

"Oh, there's an angel in this stone," was the answer, "and I must get it out."

He had it removed to his studio, and, with patient toil, with mallet and chisel, let the angel out. What to others was but a rude, unsightly stone, to his educated eye was a buried glory of art, and he discovered at a glance what might be made of it. A mason would have put it into a stone wall; a cartman would have used it in filling in, or to grade the streets; but he transformed it into a creation of genius, and gave it a value for ages to come.

And so it is with time. Some see it only as rubbish to be disposed of. Others know no use for it, but to fill up gaps of toil or pleasure; but the trained eye of the student of Providence, sees in it the sleeping or buried angel and knows that if, by the grace of God, he handles it right, he can bring that angel out. He can carve it into the forms of angelic service—he can shape it into a life of holy devotion, till, like that which Theo. Parker admired in the missionary Judson, it is worth more than "a temple like the Parthenon."

Without religion it is almost inevitable that one should be constrained to exclaim at last, like one of the great Marshals of France, "my life has been a failure." But with it, time will be transmuted from the rough block into the glorious statue, or rather the living form. Concentrated aims will make it at once useful and blessed—a patch of light, but a pathway, too, to angelic glories in a higher sphere.

A Young Lady Paper Eater.

A young lady of this city while at school contracted a bad habit of which she now finds it impossible to rid herself, that of chewing paper. He parents buy it for her by the ream, and she consumes on an average a quire per week, rolling her paper ball under her tongue as a sweet morsel, and squirting the saliva about like an old salt. She is quite a connoisseur in the matter of paper, and evinces a decided preference for a certain pale blue unruled foolscap, which smells badly. Deprived of her paper for a day or two, she becomes restless, distrait and melancholy, refuses to eat or be comforted, and is not herself till a fresh supply is procured. "How is Miss ——?" we inquired of a female friend the other day. "Not well," was the reply, "her paper doesn't agree with her."

We have heard of opium eating, snuff eating, arsenic eating, and pencil eating among the female fraternity, but we believe this is the first instance of paper eating that has come under our knowledge. If the young lady knew how paper is made, we think there would be an extraordinary effort on her part to break off the pernicious habit. In the hope that this article may pass beneath her eye, we suggest some of the materials which, in the course of a month of paper eating, are reduced to pulp between her pretty teeth: Rags on which poultices in variety have been spread; bandages from festering sores innumerable—sores representing every kind of loathsome disease that may develop itself in private homes, the wards of the public hospital, the alms house, or the pest-house; dirty rags that have fluttered on the dirtier limbs of the German beggar or of the Italian lazzaroni,—for be it known that *rags* are down on the tariff list, and that we import from Europe hundreds of tons annually; rags that have been raked from the mud of the gutter, and are reeking with the filth of the sewer; rags, in fine, a large percentage of which has been put to all manner of foul uses, and then, when no longer available for any decent usage whatsoever, flung aside to the chaffonier, the ragman, and the paper manufacturer! Bah, what a sickening mouthful! Strawberries and cream are nowhere! Italian maccaroni,—what is that compared with the delightful flavor of Italian rags! Boys, munch the paper. Chew it, girls. He is a teacher of bad taste who advises you to forgo the pleasure of sucking at the precious pulp.—*Indianapolis Sentinel.*

Railroad Signals.

As many of our readers frequently travel by rail, we give the following signals by which railroad men are regulated. It is important for every traveler to understand them. Accidents may sometimes be avoided when they are understood. Teachers should instruct their pupils in them, because of their every-day practical importance.

Red signifies *danger*, and is a signal to *stop.*

Blue signifies *caution*, and is a signal to go slowly.

White signifies *safety*, and is a signal to go on.

Green is a signal for a *Flag* station.

Flags of the above color by day, and *Lamps* of the above colors by night, or in foggy weather, are always used as occasion demands.

Exploding Caps are used as signals of more than common danger, or in cases where other signals cannot be seen or relied on: *Accidents* or *danger ahead*, at night, or in a fog. They are used with, and in addition to, other signals, and are intended to stop the train as soon as possible.

In foggy weather Lamps, Flags or exploding Caps are used singly, or together, as the emergency may require.

A Lamp, Hat, Flag, or anything waved violently by any person on the track is observed from the engine, and the cause ascertained.

TRAIN SIGNALS: Passenger trains display *Two Red Lights* suspended from the hand-rail of the rear car, when upon the road after sunset or in foggy weather.

Freight Trains under similar circumstances carry a *Red Light* upon each side of the rear car, and during the day a Red Flag in the same positions, so that the Engineer may at all times see one or the other, as a proper marker for the rear of the train.

Immediately after sunset, or in a fog, the Engineer lights his head lamp: and if without a train, suspends a red light on each side of the rear of the tender.

Two Red Flags by day, or two *Red Lights* by night, carried in front of an Engine indicate that another Engine or Train is following on the same schedule time, and entitled to the same schedule rights and privileges.

WHISTLE SIGNALS: One blast of the Whistle is a signal to apply brakes—"stop."

Two blasts "loose brakes"—going ahead."

Three blasts—"going back."

Four blasts—"call in the flagman."

Five or more rapid blasts signify "wooding up."

A succession of short blasts is a cattle alarm—a similar succession of longer blasts is used a quarter of a mile from all road crossings.

A continuous blasts is notice for stations.

BELL SIGNALS; One tap of the Signal Bell, when the Engine is running, is a notice to stop.

Two taps of the Signal Bell, when the Engine is running, is a notice to stop at the next station.

Three taps of the Signal Bell, when the Engine is running, is a notice to slacken speed, and look out for the cause of it.

Three taps of the Signal Bell, when the Engine is standing, is a notice to back the train.

LAMP SIGNALS: A stationary White Light, displayed at night, signifies "a clear track."

A Lamp raised and lowered vertically, signifies "go ahead."

A Lamp swung across the track, signifies "stop."

A Lamp swung in a circle, signifies "back the train."

A ringing of the Bell by the engineer signifies: "Ready to start. Passengers, take your seats." *The Educator.*

A Good Law.

The Ohio Legislature, at its last session passed an act authorizing the authorities of each township to appropriate a sum not exceeding fifty dollars a year, to the furnishing and keeping up of suitable places for procuring water for man and beast on the public highways in their respective townships. This is certainly a humane provision, and one that we would gladly see made by our own Legislature. Those who drive through the country in hot weather have often experienced the inconvenience arising from the want of some such arrangement. The numerous springs we have in all parts of the State would render it an easy matter to put a watering trough every few miles, at a trifling expense, and thus contribute vastly to the comfort of both man and beast. We notice that here and there a farmer has public spirit enough to provide a watering place on his own responsibility, but as the number is too few to supply the public wants we hope our Legislature will soon adopt something similar to the Ohio plan.

The Maine Legislature has passed a law allowing a deduction of taxes to any person who shall place a trough by the roadside, into which a stream of water shall be kept constantly running. This is also an excellent plan. It is gratifying to see the attention of the public directed to this matter, manifesting, as it does in so great a degree, the spirit of the Good Samaritan.—*Exchange.*

West Point Academy.

This school was established, and is maintained by the national government, for the purpose of educating officers for the army. Such being the object, the inference is natural that care ought to be taken to select the most promising youths for pupils. The fact is far otherwise. Appointments have hitherto been made by political favoritism. No competitive examinations are enjoined or practiced. The President and members of Congress select at pleasure. Rules do, indeed, exist, providing that incompetent or inattentive students shall be dropped, but these rules are steadily evaded. At the commencement of the Rebellion we made a careful examination of the Report of the Examiners of the Academy, and found that fully one half of the pupils had been recommended for dismissal, either on the ground of inferior mental capacity or of indisposition to study. Not a few had been in this category two or three years, but, through political influences, had been put back into the earlier classes, and allowed to remain.

Hence, the fact that a man is a West Point graduate gives no assurance that he has even the common amount of brains, or has taken on a superior degree of culture; but rather the contrary. It indicates that the man has had "a friend at court," and so has had good advantages.

That such a system of selection is intrinsically vicious, everybody sees. Why it has been tolerated, for so long a period, is difficult to tell. But the present Congress—thanks to radicalism—has broken the system up. The Senate and House have not only agreed to Senator Anthony's amendment to the joint resolution, establishing competitive examinations in the Congressional districts, but have applied the principle to the Presidential appointments. Hereafter the President will nominate fifty candidates. All will be subjected to thorough examinations, and only the ten highest admitted as students. This does not ensure the best nominations possible, but does ensure some sort of competition. It will do for a start in the right direction.

The true system would be to allow, at least in congressional districts, free and fair competition. In such of the States as have a fully organized Common School System this is perfectly feasible. By following this plan cadets would be obtained

of such a grade of natural powers as to make it pre-eminently worth while for the government to expend elaborate training on them. The fact of being a West Pointer would be a certificate of superiority. Now, brains have to stand aside for nepotism or favoritism of some sort, and the nation is deprived of more than half the advantages for which it pays its money.—*Pittsburg Gazette.*

[The system of competitive examinations advocated in the above article, and which is the only proper system, was adopted in Lancaster County, the 9th Congressional district, by Hon. Thaddeus Stevens, several years since. The result has fully vindicated the wisdom of this plan. The Examining Committee selected by Mr. Stevens, have been one the Judges of the court, the Principal of the State Normal School at Millersville, and the County Superintendent of Lancaster County. Upon the recommendation of this Committee, candidates have been appointed both to the Military Academy at West Point and to the Naval Academy at Annapolis.—*Ed.*]

Colleges for Women.

At the root of all the social injustice towards woman is the inferiority of her education. By traditional usage she has been excluded from every study of practical utility. While boys are carefully fitted for the active duties of business or professional life, girls devote their school-days to "accomplishments" of doubtful ornament and no utility. If thrown entirely upon their own resources, the sexes are upon a very unequal footing; and women are forced into the position of dependence or want which has called forth so much just indignation and occasioned loud demands for interposition on her behalf. The inherent inferiority of woman, her incapacity for any but the humblest useful pursuits—these are scarcely now regarded as tenable arguments. The tendency of public sentiment is—while reserving for her in private life all the respectful tenderness that is accorded her—to treat her, when it is her pleasure to waive the immunities of her sex and adopt such public pursuits as are adapted to her, much as we would men. What she needs, and what is at the basis of all real "woman's rights," is the same freedom and thoroughness of education as are enjoyed by men, which would both fit her to successfully prosecute employments from which she is now excluded and dispel the prevalent sentimentalisms in regard to the pursuits legitimately hers. Until she be thus qualified, it is idle to provide her openings of which she is incompetent to avail herself. This expedient failed notably in the case of one of the government departments which employed female clerks, and found the experiment unsuccessful not only from their incapacity to discharge their duties, but from their inability to realize the nature of those duties and of their own position.

A step in the right direction has been taken in the establishment of those educational institutions of the higher class, designed wholly or in part for young women, which are happily becoming so numerous. The great proportion of normal school graduates are, as they should be, women, who naturally possess many of the qualities of a teacher more highly than men; and though we look in vain for that degree of improvement which was guaranteed as a consequence of the Normal Schools, the fault lies chiefly with the institutions themselves and will work its own cure. In the medical profession, too, the ridicule which greeted the invasion of women, if it has not totally subsided, has become so contemptible as to prove no insuperable obstacle, and only one or two instances of eminent female practitioners are needed to live it down utterly. A large part of the practice of medicine and surgery comes with such obvious fitness within the province of women as to insure them an ample opening in that field. In sculpture, painting, and literature many American women to-day hold a position which affords, if it were necessary, triumphant proof of their ability to maintain their own in pursuits hitherto claimed by men as theirs by prescriptive right. And these are but examples of occupations in which women only need free access to the same advantages enjoyed by men to be able, without danger of "unsexing themselves," to aspire to independence and distinction. The day is past when artificial proprieties were sufficiently potent to put under the ban women seeking new paths of honorable and useful employment, for no more weighty reason than that they thereby violated the tenets of a stupid conservatism; and society will no longer banish to the poverty, hunger, and dirt of a sewing girl's garret, or drive to the bridge of sighs that terminates a worse career, those whom nature has fitted to become themselves happy and respected, and to leave the world better than they found it.—*Round Table.*

The Burning of School Houses.

The news columns of the press have so often borne the announcement of the burning of school-houses, that attention is drawn to it as a remarkable occurrance. It happens that the school houses burned by the incendiary torch are those that have been used for the education of the colored people recently made free. The latest instance that has fallen under our notice was near Yorktown, Virginia.

It might reasonably be expected, that the civilization of this country would rejoice in seeing the processes of elevation introduced among a people who have been so debased as the blacks of the Southern States. But when we reflect on the case, we are not surprised that the baser sort of whites who have never had school houses for themselves, should be jealous of the negroes, when they see them learning to read and write. In fact, we are not surprised that the jealousy and prejudice should extend to those of a higher social position who have been accustomed to regard the free school system for the common people, as a Yankee invention. Hence we read in the papers both of the South and North, which favored the rebellion, the classification of the old time "school marm," and the Yankee soldier, the missionary, the Freedmen's Bureau official, and the teacher, as all belonging to one series and all objects of the same antipathy. In a sense the classification is correct, since all these agencies have a similar tendency to raise the standard of civilization within the field of their separate and distinct operation. But this burning of the school houses of the poor negroes, is a bad business, whether viewed from the stand-point of morals or of policy. On the score of policy it stands lower even than the burning of hotels

nd steamers did during the war. The wantoness nd wickedness of the act not only arouses in- ignation against the perpetrators, but also nflames the zeal of those who are enlisted in the ork of raising the down-trodded race.

It is bad policy, too, because the colored people ill, by their elevation and advancement in know- dge, be improved in other respects, in morals, industry, in thrift, and become better members f society in their station. As slavery is forever bolished, ignorance and debasement in the la- oring class have no plea left in their favor. esides, it is bad policy because such acts of arbarism reflect discredit on the community here they occur and are tolerated, and our outhern brethern have no credit to waste in is way. And such acts keep alive in the coun- y antipathies which it is the interest of all to llay rather than aggravate. This, and all sim- ar malignant and mean treatment of the colored ace, whether through regret for the loss of avery, or through hatred of the Northern peo- le, is but a renewed case of the viper gnawing ie file, and the sooner the folly is abandoned in ll its developments, the better.

The innovation of school houses, if extended to ll places, so as to embrace in their benefit all lasses and colors, would be divested of its offen- ve aspect, and diffuse a light more creditable nd healthful than that of their conflagation, and here have been, and are now some cheering in- ications that this sentiment is gaining preva- ance among sensible and influential persons in he South. As an evidence of this we give the ollowing extract from a paper issued in Alabama ith the name of the Governor, A. B. Moore, mong its signers. The call of a public meeting or the purpose specified is one of the pleasant igns of the times. The paper says:

"Convinced of the duty and propriety of en- ouraging the freedmen of the country, in *their ishes and efforts* to acquire a common school ducation, we earnestly invite all our citizens, oth male and female, to meet for the consider- tion of the subject, at the Town Hall, in Marion ounty."

If they go ahead on this line, things will come ight.—*Pittsburg Commercial.*

Natural History in Schools.

Mr. Adam White, of Edinburg, for many years the natural history department of the British Museum, proposes to introduce the teaching of natural history into boarding-schools and private families. On his project, and on the general introduction of that delightful science into the curriculum of ordinary education, Mr. White has received from Mr. Thomas Carlyle a characteristic letter, from which the following is an extract:

"For many years it has been one of my constant regrets, that no school-master of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and singless neighbours that are continually meeting me, with a salutation which I cannot answer, as things are! Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens, which are always over head and which I don't above half know to this day? I have to prophesy that there will come a time, when not in Edinburg only, but in all Scottish and European towns and villages, the school-master will be strictly required to possess these two capabilities (neither Greek nor Latin more strict!), and that no ingenuous little denizen of this universe be henceforth debarred from his right of liberty in these two departments and doomed to look on them as if across grated fences all his life. For the rest. I cannot doubt but, one way or other, you will by and by make your valuable, indubitable gift available in Edinburg, either to the young or the older, on such conditions as there are, and I much recommend a zealous and judicious persistence till you do succeed. Believe me yours very sincerely, T. CARLYLE."

The Main-Spring of Our Prosperity.

The Common School is the main-spring of our country's prosperity. To it we owe that sublime barrier of living men and flashing steel that stood so long between us and national overthrow. It has returned to the nation an hundred, aye, a *thousand* fold, all that has ever been expended in its support, since the early days when the Pilgrim Fathers made provision for the first public school erected upon the American continent. Year by year, our people are growing into a better appreciation of its true value—of the blessings which it has already conferred, and of the still greater blessings which, under a wiser control and a more liberal management, it is yet destined to confer—and to-day a more earnest zeal is awake in behalf of the cause of popular education, than at any former period in our history. To-day this great cause is rooted more firmly than ever in the affections of the people, and it is producing fruits whose value can be measured by no financial scale; harvests of such abundance and great national value, that the crowned heads across the water are even now, through their envoys, inquiring into the causes of the intellectual progress of our people; and these envoys unerringly point to the public school as the one all-powerfull main-spring of our national prosperity!

But, while we may proudly realize the truth of all this, we must bear in mind that the institution is yet almost in its infancy, and that now, more than ever, it requires at our hands both generous support and judicious management.—*Lancaster Ev. Express.*

The National Bureau.

[We need not say that it was with regret we learned of the defeat of the bill for the establishment of a National Bureau of Education in the City of Washington. Partisan bigotry and a false and narrow idea of statesmanship have had their momentary triumph, but the measure will yet be adopted. We should not be surprised, indeed, to find the vote reconsidered, and the bill passed before the close of the present session, as it was lost by a majority of but two votes in a very slim house. Whatever the politicians may think of it, Congress will have the hearty approval of the country in the adoption of this wise measure.—*Ed.*]

Mr. Garfield, of Ohio, from the Select Committee on Education, of the House of Representatives, on the 6th ult., reported back the "bill to estab-

lish a National Bureau of Education," with an amendment, by way of substitute for the original bill.

The following was the substitute reported for the original bill which appeared in the last issue of the *School Journal:*

SEC. 1. That there shall be established, at the city of Washington, a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintainance of efficient school systems, and otherwise promote the cause of education throughout the country.

SEC. 2. That there shall be appointed by the President, by and with the advice and consent of the Senate, a Commissioner of Education, who shall be entrusted with the management of the department herein established, and who shall receive a salary of five thousand dollars per annum, and who shall have authority to appoint one chief clerk of his department, who shall receive a salary of two thousand dollars per annum; one clerk, who shall receive a salary of eighteen hundred dollars per annum; one clerk, who shall receive a salary of sixteen hundred dollars per annum; one clerk, who shall receive a salary of fourteen hundred dollars per annum; and one clerk who shall receive a salary of twelve hundred dollars per annum; which said clerks shall be subject to the appointing and removing power of the Commissioner of Education.

SEC. 3. That it shall be the duty of the Commissioner of Education to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will in his judgment subserve the purpose for which this department is established. In the first report made by the Commissioner of Education under this act, there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

SEC. 4. That the Commissioner of Public Buildings is hereby authorized and directed to furnish proper offices for the use of the department herein established.

In the discussion which followed, Mr. Donnelly (Minn.) addressed the House in support of the bill. He denied that with the Rebellion the nation was born into a new life. The Southern people had sought for years to overthrow the Government, and they could not be trusted to administer it unless measures were taken to provide against the dangers of the future. Slavery was destroyed, but the ignorance which was its consequence remained. Four million slaves had been liberated, and must be raised to the level of citizens. This could only be done by educating them.

The white man of the South must also be educated, for he can only become loyal as he becomes intelligent. This must be the most intelligent as well as the most energetic and industrious people in the world. In France, Prussia, Austria and Russia, provision has been made fo cation by the nation. The United with its Government resting solely ligence of the people, had done nothi had been left to the States and the I been the consequence. The ignor South, if not removed, would cause Rebellion.

Two distinct policies were establish dred years ago, one in New England in Virginia. They had traveled ove One was the policy of popular edu other that of popular ignorance.

He compared the condition of the point of industry, happiness, virtue perity with the South, and stated th three-quarters of a million dollars wer in the slave States in support of publ while in the free States seven mil expended.

The condition of Mexico was due t rance of her people. Of the Indians a but two per cent. could read and wr whites, but twenty per cent. How m off were the South than this?

In Delaware one-fourth of the whole ulation cannot read and write. Po rance must produce the same results Mexico. Such a department would b piece for education, and a rallying p friends. While it could not interfere education in the States, it would su would collect facts for future legislatio create a public sentiment upon the would throw a flood of light upon the of the land; it would hasten that day Maine to the Gulf, no community wo out school houses. Mercy, justice, i patriotism and religion would follow Upon this foundation might be built of many years an institution greater which Bacon dreamed, the greatest u learning ever known in the world.

He regarded this measure as a nece present condition of the South. It w least that could be done in justice t interests involved.

Mr. Rogers, (New Jersey,) oppo as involving a large and unjustifia ture of the public money, without ponding good results. He was agai schemes establishing expensive bureau in the States under the control of Government. At the conclusion of

The morning hour having expired, over under the rule.

The consideration of the bill was the 8th ult., when Mr. Morrill (V the House in advocacy of the same.

Mr. Banks (Mass.) stated, that h early part of the session presented an elaborate memorial from the frien tion in the district represented by hi the passage of a bill similar to tha cussion; that he felt a deep interest and thought it most essential to the country, that it should become a l passed a great part of the last four in the insurgent States, and had f convictions as to what was necessa construction of Government there restoration of that comity of feelin exist between the people of differe

nd steamers did during the war. The wantoness nd wickedness of the act not only arouses in- ignation against the perpetrators, but also nflames the zeal of those who are enlisted in the ork of raising the down-trodded race.

It is bad policy, too, because the colored people ill, by their elevation and advancement in know- dge, be improved in other respects, in morals, industry, in thrift, and become better members f society in their station. As slavery is forever bolished, ignorance and debasement in the la- oring class have no plea left in their favor. esides, it is bad policy because such acts of arbarism reflect discredit on the community here they occur and are tolerated, and our outhern brethern have no credit to waste in is way. And such acts keep alive in the coun- y antipathies which it is the interest of all to lay rather than aggravate. This, and all sim- ar malignant and mean treatment of the colored ace, whether through regret for the loss of avery, or through hatred of the Northern peo- le, is but a renewed case of the viper gnawing he file, and the sooner the folly is abandoned in ll its developments, the better.

The innovation of school houses, if extended to ll places, so as to embrace in their benefit all lasses and colors, would be divested of its offen- ve aspect, and diffuse a light more creditable nd healthful than that of their conflagation, and here have been, and are now some cheering in- ications that this sentiment is gaining preva- ance among sensible and influential persons in he South. As an evidence of this we give the ollowing extract from a paper issued in Alabama ith the name of the Governor, A. B. Moore, mong its signers. The call of a public meeting or the purpose specified is one of the pleasant igns of the times. The paper says:

"Convinced of the duty and propriety of en- ouraging the freedmen of the country, in *their ishes and efforts* to acquire a common school ducation, we earnestly invite all our citizens, oth male and female, to meet for the consider- tion of the subject, at the Town Hall, in Marion ounty."

If they go ahead on this line, things will come ight.—*Pittsburg Commercial.*

Natural History in Schools.

Mr. Adam White, of Edinburg, for many years the natural history department of the British Museum, proposes to introduce the teaching of atural history into boarding-schools and private amilies. On his project, and on the general in- roduction of that delightful science into the cur- iculum of ordinary education, Mr. White has eceived from Mr. Thomas Carlyle a characteristic tter, from which the following is an extract:

"For many years it has been one of my onstant regrets, that no school-master of ine had a knowledge of natural history, so far t least as to have taught me the grasses that row by the wayside, and the little winged and ingless neighbours that are continually meeting e, with a salutation which I cannot answer, as ings are! Why didn't somebody teach me the onstellations, too, and make me at home in the arry heavens, which are always over head and hich I don't above half know to this day? I ve to prophesy that there will come a time, when not in Edinburg only, but in all Scottish and European towns and villages, the school- master will be strictly required to possess these two capabilities (neither Greek nor Latin more strict!), and that no ingenuous little denizen of this universe be henceforth debarred from his right of liberty in these two departments and doomed to look on them as if across grated fences all his life. For the rest. I cannot doubt but, one way or other, you will by and by make your valuable, indubitable gift available in Edinburg, either to the young or the older, on such conditions as there are, and I much recommend a zealous and judicious persistence till you do succeed. Believe me yours very sincerely, T. CARLYLE."

The Main-Spring of Our Prosperity.

The Common School is the main-spring of our country's prosperity. To it we owe that sublime barrier of living men and flashing steel that stood so long between us and national overthrow. It has returned to the nation an hundred, aye, a *thousand* fold, all that has ever been expended in its support, since the early days when the Pilgrim Fathers made provision for the first public school erected upon the American continent. Year by year, our people are growing into a better appre- ciation of its true value—of the blessings which it has already conferred, and of the still greater blessings which, under a wiser control and a more liberal management, it is yet destined to confer—and to-day a more earnest zeal is awake in behalf of the cause of popular education, than at any former period in our history. To-day this great cause is rooted more firmly than ever in the affections of the people, and it is produc- ing fruits whose value can be measured by no financial scale; harvests of such abundance and great national value, that the crowned heads across the water are even now, through their envoys, inquiring into the causes of the intellect- ual progress of our people; and these envoys un- erringly point to the public school as the one all- powerfull main-spring of our national prosperity!

But, while we may proudly realize the truth of all this, we must bear in mind that the institu- tion is yet almost in its infancy, and that now, more than ever, it requires at our hands both generous support and judicious management.—*Lancaster Ev. Express.*

The National Bureau.

[We need not say that it was with regret we learned of the defeat of the bill for the establish- ment of a National Bureau of Education in the City of Washington. Partisan bigotry and a false and narrow idea of statesmanship have had their momentary triumph, but the measure will yet be adopted. We should not be surprised, in- deed, to find the vote reconsidered, and the bill passed before the close of the present session, as it was lost by a majority of but two votes in a very slim house. Whatever the politicians may think of it, Congress will have the hearty appro- val of the country in the adoption of this wise measure.—*Ed.*]

Mr. Garfield, of Ohio, from the Select Commit- tee on Education, of the House of Representatives, on the 6th ult., reported back the "bill to estab-

lish a National Bureau of Education," with an amendment, by way of substitute for the original bill.

The following was the substitute reported for the original bill which appeared in the last issue of the *School Journal:*

SEC. 1. That there shall be established, at the city of Washington, a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintainance of efficient school systems, and otherwise promote the cause of education throughout the country.

SEC. 2. That there shall be appointed by the President, by and with the advice and consent of the Senate, a Commissioner of Education, who shall be entrusted with the management of the department herein established, and who shall receive a salary of five thousand dollars per annum, and who shall have authority to appoint one chief clerk of his department, who shall receive a salary of two thousand dollars per annum; one clerk, who shall receive a salary of eighteen hundred dollars per annum; one clerk, who shall receive a salary of sixteen hundred dollars per annum; one clerk, who shall receive a salary of fourteen hundred dollars per annum; and one clerk who shall receive a salary of twelve hundred dollars per annum; which said clerks shall be subject to the appointing and removing power of the Commissioner of Education.

SEC. 3. That it shall be the duty of the Commissioner of Education to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will in his judgment subserve the purpose for which this department is established. In the first report made by the Commissioner of Education under this act, there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

SEC. 4. That the Commissioner of Public Buildings is hereby authorized and directed to furnish proper offices for the use of the department herein established.

In the discussion which followed, Mr. Donnelly (Minn.) addressed the House in support of the bill. He denied that with the Rebellion the nation was born into a new life. The Southern people had sought for years to overthrow the Government, and they could not be trusted to administer it unless measures were taken to provide against the dangers of the future. Slavery was destroyed, but the ignorance which was its consequence remained. Four million slaves had been liberated, and must be raised to the level of citizens. This could only be done by educating them.

The white man of the South must also be educated, for he can only become loyal as he becomes intelligent. This must be the most intelligent as well as the most energetic and industrious people in the world. In France, Prussia, Austria and Russia, provision has been made for public education by the nation. The United States alone, with its Government resting solely on the intelligence of the people, had done nothing. All this had been left to the States and the Rebellion had been the consequence. The ignorance of the South, if not removed, would cause still another Rebellion.

Two distinct policies were established two hundred years ago, one in New England, the other in Virginia. They had traveled over the world. One was the policy of popular education, the other that of popular ignorance.

He compared the condition of the North in point of industry, happiness, virtue and prosperity with the South, and stated that in 1850 three-quarters of a million dollars were expended in the slave States in support of public schools, while in the free States seven millions were expended.

The condition of Mexico was due to the ignorance of her people. Of the Indians and negroes but two per cent. could read and write; of the whites, but twenty per cent. How much better off were the South than this?

In Delaware one-fourth of the whole adult population cannot read and write. Popular ignorance must produce the same results here as in Mexico. Such a department would be a mouthpiece for education, and a rallying point for its friends. While it could not interfere to enforce education in the States, it would supervise. It would collect facts for future legislation; it would create a public sentiment upon the subject; it would throw a flood of light upon the dark places of the land; it would hasten that day when, from Maine to the Gulf, no community would be without school houses. Mercy, justice, intelligence, patriotism and religion would follow in its train. Upon this foundation might be built up in course of many years an institution greater than that of which Bacon dreamed, the greatest university of learning ever known in the world.

He regarded this measure as a necessity in the present condition of the South. It was the very least that could be done in justice to the great interests involved.

Mr. Rogers, (New Jersey,) opposed the bill as involving a large and unjustifiable expenditure of the public money, without any corresponding good results. He was against all these schemes establishing expensive bureaus to operate in the States under the control of the Federal Government. At the conclusion of his remarks,

The morning hour having expired, the bill went over under the rule.

The consideration of the bill was resumed on the 8th ult., when Mr. Morrill (Vt.) addressed the House in advocacy of the same.

Mr. Banks (Mass.) stated, that he had in the early part of the session presented to the House an elaborate memorial from the friends of education in the district represented by him, asking for the passage of a bill similar to that under discussion; that he felt a deep interest in its success, and thought it most essential to the welfare of the country, that it should become a law. He had passed a great part of the last four or five years in the insurgent States, and had formed strong convictions as to what was necessary for the reconstruction of Government there, and for the restoration of that comity of feeling which must exist between the people of different States and

the General Government. He did not under-estimate the importance of legislative measures, or constitutional amendments, or any action of Congress or of the Executive Department, but he thought he was justified in saying that any or all of such measures would have less effect than this bill. The work of reform must depend, he believed, more upon other elements of power, than those embraced in the statutory or constitutional measures to which Congress has given so much attention. The true source of power that must be looked to for the ultimate restoration of perfect peace, and for the establishment of the Government in a form as perfect as before the war, or more perfect, was the education of the people. He did not mean to say, of course, that that must be waited for until the people should be educated. On the contrary, he meant to begin immediately in that duty; but education should be considered as among the first and most important elements of the work.

If information could be collected and spread before the country, showing the almost marvelous results of education in the last three or four years in the insurgent States on that class of people who most need the attention and protection of the Government, the House would, with almost entire unanimity give its approval to any measure tending to that end. He trusted the House would give the matter serious consideration as one of the most important measures—more important in its final results, than any measure proceeding from the Committee on Reconstruction—honorable and thorough as that committee had been in the performance of its duties, and essential as the measures reported by it had been.

Mr. Pike (Me.) expressed the strong objections which he had to the machinery of the bill, providing, as it did, for the establishment of a new department of the Government. If the Government would go on, and relieve the States of their local debts, and of their pauperism he thought he might go for a general measure of that character.

Mr. Randall, (Penn.) said, that if he thought there was any necessity for the establishment of a National Department of Education, he would support the bill as reported; but he did not think so. He moved to amend the bill, by making it the duty of the Secretary of the Interior to collect educational statistics, with authority to appoint two educational clerks for that purpose.

Mr. Grinnell (Iowa) inquired whether the gentleman (Mr. Randall) knew of any country having a good system of education, which did not have a system for collecting educational statistics.

Mr. Randall (Penn.) said that might be so, but that there was no similarity between the school systems of Germany and this country. He considered, that the highest point in the cause of public education had been reached in this country and thought that the matter might safely be left to the States. Congress might just as well establish a department of religion or a department of temperance.

Mr. Boutwell (Mass.) in supporting the bill adverted to the fact, that in the loyal white regiments raised in Arkansas, not one man in ten could sign his name to the pay roll. All that was proposed by this bill, was to disseminate information as to the best means of public instruction, and the advantages to be derived from public instruction. Whoever would go into the Patent Office and examine the models there, would find that the inventive powers of the people are developed in exact proportion to their educational advantages. He had no doubt as to the expediency of the measure.

Mr. Grinnell (Iowa) spoke in support of the bill and moved an amendment to reduce the salary of the Commissioner of Education from $5000 to $4000 per annum, and to reduce the clerical force provided for.

Mr. Garfield closed the debate by a speech in advocacy of the bill. He regarded it as the most economical measure that Congress could pass, as tending to the reduction of jail and police expenses. If he were called upon to point out to a stranger the glories of his own State, he would point to the fact, that, during the great struggle of the past five years, the State of Ohio had paid $12,000,000 for the support of her public schools, not counting her higher institutions of learning; that fifty-two per cent. of the taxation of Ohio for the last five years has been for schools, not counting the war tax to the thirteen thousand school houses, and the seven hundred and fifty thousand pupils in the State of Ohio, and the $3,000,000 paid for her public schools during the last year alone. This was in his judgment, the proper gauge of the progress of States.

The House proceeded to vote on the bill and amendments.

The amendment offered by Mr. Grinnell was adopted.

That of Mr. Randall was rejected—yeas, 55; nays, 67.

The bill as amended was then rejected—yeas, 59; nays, 61.

The following is the vote in detail:—

YEAS—Messrs. Alley, Ashley, (Ohio) Baker, Baldwin, Banks, Baxter, Boutwell, Bromwell, Cullom, Davis, Defrees, Dodge, Donnelly, Dumont, Eckley, Eggleston, Elliot, Farnsworth, Farquhar, Ferry, Garfield, Grinnell, Griswold, Hayes, Henderson, Hooper, Hubbard (Iowa), Hubbard, (W. Va.) Hubbard, (Conn.) Hubbell, (O.) Jenckes, Kelley, Kelso, Ketcham, Kuykendall, McClurg, McKee, McRuer, Morris, Morrill, Moulton, Myers, O'Neill, Orth, Phelps, Plants, Randall, (Ky.) Raymond, Rice, (Mass.) Schenck, Scofield, Stevens, Spaulding, John L. Thomas, Jr., Welker, Whaley, Windom, Woodbridge—59.

NAYS—Messrs. Ancona, Barker, Beaman, Bergen, Blaine, Boyer, Buckland, Chanler, Clarke, (O.) Coffroth, Dawson, Delano, Driggs, Eldridge, Finck, Glossbrenner, Grider, Hale, Harding, (Ky.) Harding, (Ill.) Harris, Hart, Higby, Holmes, James Humphrey, James M. Humphrey, Johnson, Kerr, Laflin, Latham, Lawrence, (Pa.) Lawrence, (Ohio) Le Blond, Loan, Longyear, Marshall, Marvin, Mercur, Newell, Niblack, Perham, Pike, Price, Randall, (Pa.) Ritter, Rogers, Rollins, Ross, Rousseau, Sawyer, Sitgreaves, Sloan, Taber, Thayer, Thornton, Trimble, Upson, Williams, Wilson, (Iowa) Wilson, (Pa.) and Wright—61.

—Since the above has been in type we have been gratified at finding the following newspaper report of the reconsideration of the above vote, and the passage of the bill in the House by the handsome vote of 80 to 44. It has already gone to the Senate where it will probably be amended as suggested by Gen. Garfield, after which the

President's signature is the only thing needed to make it a law, and we hardly anticipate a veto. The yeas and nays on the passage of the bill by the House will be of interest, to our readers. We give the report in brief:

Mr. Garfield (Ohio), called up the motion to reconsider the vote by which the bill to establish a Department of Education was, on the 16th ult., rejected, and asked unanimous consent to amend the bill by calling it a "Bureau of Education" instead of a "Department,"

Mr. Randall (Pa.) objected.

Mr. Ancona(Pa.) moved to lay the motion to reconsider on the table, and demanded the yeas and nays. The motion was lost—yeas, 37; nays, 76.

Mr. Garfield (Ohio) moved the previous question, on reconsidering the vote.

Mr. Randall (Pa.) desired to have the bill recommitted, so that the amendment which he had offered leaving the matter to the Secretary of the Interior, might be reported.

Mr. Garfield declined to withdraw the previous question, because, if the bill were recommitted, it could not be reached again this session; but the bill could be amended in the Senate, so as to make it simply provide for a Bureau of Education.

Mr. Dawes (Mass.) expressed his inability to see how such a change could effect the efficiency of the bill. The objection to it was on a broader principle. While he was in favor of such a measure, generally, he could not support this bill. He suggested its recommittal with authority for the committee to report at any time.

Mr. Garfield declined to accede to the suggestion, and expressed the hope that his political friends would not be voting with those on the other side, whose instincts led them to vote against the bill.

Mr. Johnson (Pa.) and Mr. Randall (Pa.) desired to be heard, but the demand for the previous question prevented them.

The previous question was seconded, and the vote by which the bill was rejected was reconsidered—Yeas, 76; nays, 49.

The question recurred on the passage of the bill

The bill was then passed.

YEAS—Messrs. Allison, Ames, Ashley (Nevada), Ashley (Ohio), Baker, Baldwin, Banks, Baxter, Benjamin, Bidwell, Bingham, Boutwell, Bromwell, Broomall, Cobb, Cook, Cullom, Davis, Dawes, Dixon, Dodge, Donnelly, Driggs, Dumont Eggleston, Elliott, Farquhar, Garfield, Hayes, Henderson' Hooper, Hubbard (Iowa), Hubbard, (W. Va.), Hubbard (Conn.), Hulbard, Ingersoll, Jenckes, Julian, Kelley, Kelso, Ketcham, Kuykendall, Latham, Longyear, Lynch, McClurg, McKee, McRuer, Moorhead, Morrill, Morris, Moulton, Myers, O'Neill, Orth, Paine, Price, Randall, Raymond, Rice (Mass.), Rice (Me.), Sawyer, Schenck, Shellabarger, Spalding, Stevens Francis Thomas, John L. Thomas, jr., Trowbridge, Upson, Van Aernam, Van Horn (Mo.), Washburne (Ind.), Washburne (Mass.), Welker, Wentworth, Whaley, Wilson (Penn.), Windam, Woodbridge.—80.

NAYS—Messrs. Ancona, Barker, Beaman, Boyer, Bucklan, Dawson, Defrees, Denison, Eldridge, Finck, Glossbrenner, Grider, Hale, Harding (Ky.), Harding (Ill.), Holmes, Hubbard, Jr., (N. Y.), Humphrey, Johnson, Kerr, Lawrence, (Pa.), Le Blond, Loan, Marshall, Marston, McCullough, Mercur, Niblack, Nicholson, Perham, Pike, Pomeroy, Randall,(Pa.), Ritter, Rogers, Rollins, Ross, Sitgreaves, Strouse, Taber, Taylor, Thornton, Trimble and Winfield.—44.

Department of Agriculture.

[A correspondent of the *Bedford Reporter* writing from Washington, gives some facts of interest in reference to the Department of Agriculture. There is so little generally known of the character of the work which this Department is doing and so little appreciation of the benefits it is conferring upon the country at large, that we think the space here given could not be occupied to better advantage. Accordingly, we transfer the article to our columns, and in this connection, would suggest to every progressive teacher that he take measures to secure for the benefit of himself and his school, the valuable Report issued each year by the Department and distributed gratuitously by members of Congress to their constituents. The Report of 1864, has just been issued, and may be obtained from the Congressman representing such teacher's district, unless his supply is already exhausted. The day is coming when the National Bureau of Education, organized at Washington upon a plan somewhat similar to this of Agriculture, will bear a similar important relation to the educational interests of the various States. It was many years before our law-makers could be induced to provide for the organization of the Department of Agriculture. Prejudice, inanity, and the old-fogy spirit of "conservatism" that would retard every forward stride in the march of progress, were finally overcome; the Department became an established fact; and he would be laughed at who should now rise in his seat in Congress and seriously advocate its abolition. Some time hence the Educational Bureau will have a similar history. But to the article of which we have spoken above.—*Ed.*]

MR. EDITOR: Do all your readers fully realize the great importance of the Department of Agriculture? Do they all know what the object of it is? Presuming that both questions are answered in the negative, I propose to give a brief sketch of it, and the purposes of its establishment.

Prior to 1862, all there was of the Department, was a rather insignificent division of the Bureau of the Patent Office, and though its work even then, of assisting the farmers, horticulturists, stock growers, &c., of the country was considerable, Congress saw the importance of establishing a separate Department, devoted exclusively to Agriculture and its kindred sciences.

In May of that year, a law was passed creating the present Department of Agriculture, the general designs and duties of which are, in the language of the act, "to acquire and to diffuse among the people of the United States, useful information on subjects connected with Agriculture in the most general and comprehensive sense of that word, and to procure, propagate and distribute among the people new and valuable seeds and plants." The design contemplated by the act is being carried out, with incalcuable benefit to the various industrial pursuits of the country. Many rare and choice grains and roots have been distributed by this Department, which extensively cultivated now, might not for centuries have been brought to our country but for this plan.

To illustrate, I will mention the single article of Sorghum which was imported and distributed throughout the country by the Department (then only a small corner of the Patent Office) in the year 1854. And now see of what immense value to the country is this single production. In 1864, the amount of Sorghum molasses raised and manufactured in ten Western States was 15,630,-253 gallons, which at 60 cents per gallon, a low estimate, amounts to over nine and a quarter millions of dollars. The State of Pennsylvania the same year produced 19,210 gallons. The product is now a permanent and prominent part of Western agriculture, and the breadth of land devoted to its growth is rapidly increasing each year.

A great many varieties of choice foreign fruits have, under the supervision of this Department, been imported and tried and added to the fruit-growing wealth of the United States. Stock raising and sheep husbandry have been equally promoted by its experiments and aids. In the propagating gardens of the Department are tested all sorts of plants, vines, &c. The seeds and cuttings are also distributed through the country from Maine to California and from the northern Lakes to the Gulf, and placed in the hands of persons engaged in the various departments of farming. These experiments bring out the merits and demerits of the many kinds tested, and the same are reported to the Department. This system enables the Department to answer almost any question in reference to the adaptability of different kinds to the several soils and climates in which the experiments are made. This information is embodied so far as practicable in the monthly and annual reports.

Mr. Wm. Saunders, the Superintendent of the propagating gardens, is a man in every respect qualified for the position he holds. In his selection, the commissioner has shown discrimination, for Mr. Saunders' knowledge of all that pertains to the vegetable world, is probably not surpassed in this country. The Department has also a laboratory for the purpose of chemical analysis.

The museum of the Department of Agriculture is a very important feature. I have not space here to give anything like a full description of this very useful collection, bnt will merely mention a few of its prominent points. Here are to be seen many models of different kinds of fruit, arranged in such a manner as to show the effect of soil, climate, and cultivation upon their size and quality. There is a large number of insects carefully engraved on copper plates and colored. By referring to a book containing an index, whose figures correspond with the number of each insect on the plates, the character of any of the various species may be ascertained. For instance, if a farmer discovers a certain kind of butterfly in his orchard, he can, if apprehensive of danger, send a specimen to Prof. Glover* who, by reference to his index and plates, can ascertain at a glance whether or not the worms hatched from the eggs of this particular butterfly, are injurious to fruit. Whether they are or are not his enemies, and by further reference, the kind of birds that feed upon particular insects and worms is ascertained. The forms, habits,* and characteristics of different kinds of insects may be learned at a glance from the colored plates that hang on the walls and the catalogue attached thereto. Two sides of one of the rooms are devoted to birds of North America, which as destroyers of insects, are of great interest to farmers. Beside the several birds are the contents of each bird's stomach, washed and dried and placed in boxes, which taken at different seasons of the year, showing what particular insects are destroyed by individual species of birds.

Silk, both foreign and domestic, is shown in all its stages of existence and processes of manufacture, from the egg of the insect to the woven material. There is a shelf devoted to sorghum molasses and sugar and the paper &c., manufactured from the cane. Another shelf is given to coals, petroleum and their commercial products. One of the most useful portions of the museum, is the interesting collection of vegetable fibers from various parts of this and foreign countries, accompanied by fabrics from each kind ; and different wools, from Vermont Merinoes down to the long coarse fleeces of Leicester and Cotswold. The museum received from China, not long since, a large collection of fibers, specimens of Chinese paper, manufactured from bamboo, mulberry and straw, a few bottles of sorgo sugar and syrup, also several cases of insects collected in China, and many other curiosities, the greatest variety ever received by the Department from any foreign country at one time. The Agricultural Museum is more than I can fully describe here. Additions are made to it every week.

The Monthly Report of the Agricultural Department contains, besides other useful information, a regular statement of the condition of the growing crops, and meteorological observations from all parts of the country.

Hon. Isaac Newton, the Commissioner of the Department of Agriculture, is well known throughout the country as being a thorough, practical and scientific farmer. Few men possess the peculiar qualifications for his arduous position. It was Mr. Newton who most strenuously urged the establishment of the Department. So long ago as in 1836, Mr. Newton, then and ever since a member of the "Philadelphia Society for the Promotion of Agriculture," offered a resolution at a regular meeting of the society, that the society petition Congress to establish an Agricultural Department or bureau. The resolution was not adopted, and the project remained in abeyance until the election of President Harrison, who, having the farming interest at heart, warmly favored Mr. Newton's plan for the establishment of a Department of Agriculture, which his early death prevented and deferred until the election of President Taylor gave new life to the project, and during his short administration, an Agricultural Bureau, or rather an Agricultural division of the Patent Commission bureau in the Department of the Interior, was established, through which, as I have before stated, the farming interest received some attention, until May, 1862, when the present Department was created with Mr. Newton at its head, under whose careful and laborous supervision the industrial interests of the country are receiving inculable assistance.

DELOS.

—* Prof. Glover the celebrated Materialist in charge of the Museum, is so well known in this and the old world, as to make it useless to say any thing here of his great acquirements. Mr. Newton has exhibited an excellent appreciation of the attainments needed in selecting Mr. Glover.